



# KINGAROY STATE HIGH SCHOOL

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## Assessment Policy Including Academic Integrity Policy

# Kingaroy SHS Assessment Policy

## Including Academic Integrity Policy

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### Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Short Courses, Applied, Applied (Essential) and General subjects across all faculties.

### Purpose

Kingaroy State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

### Principles

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

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

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

High-quality assessment is characterised by three attributes:

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

# Understanding Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers and parents/carers have responsibility for promoting and maintaining academic integrity.

Kingaroy State High School promotes academic integrity by:

- emphasising the importance of ethical academic conduct and scholarship
- developing school processes to support sound academic practice
- ensuring teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implementing programs to improve students' academic skills
- explicitly teaching the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicating the consequences and implications of academic misconduct clearly throughout the school community

The purpose is to ensure students achieve results based on their own work efforts.


# Understanding Generative AI


While the emergence of generative AI creates opportunities to enhance learning, it also raises concerns about the ability to reliably measure student learning using techniques other than supervised assessments such as exams. Careful consideration about the design of assessment is required to ensure that the potential of generative AI is harnessed while considering implications, either intended or unintended (Fullan, et al. 2023).


Assessment techniques, conditions and the age-appropriate application of generative AI in assessment are all important considerations. Students are expected to submit work which reflects their independent thinking.

Kingaroy State High School has included the following *Principle* based on the *Australian Framework for Generative Artificial Intelligence in Schools* and the *Queensland generative artificial intelligence guidance for schools*.

*Principle 1: Teaching and Learning* invites schools and teachers to explore how generative AI tools can support and enhance teaching and learning. In operationalising the Framework, schools can consider different levels of generative AI use. The example below explains what this could look like for assessment tasks at Kingaroy State High School:

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Prohibit the use of generative AI where it interferes with the student developing foundational understanding, skills and knowledge.
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Allow, with attribution, the use of generative AI as a valuable resource for tasks such as augmenting ideas, grammar, vocabulary and structure, or providing feedback. The teacher is aware of its use by the student, with the student taking responsibility for accuracy and correct attribution of all AI-generated content.
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Encourage and actively integrate generative AI into the learning process where students can leverage it to focus on learning objectives, explore creative ideas or otherwise support their learning.

Although generative AI tools have the potential to act as a learning partner, it is the human that retains all control and responsibility.

The following examples include statements to guide the use of generative AI in assessment tasks.

		
<p>This assessment task does not permit the use of generative AI tools for any component.</p>	<p>This assessment task permits the use of generative AI for the following components of this task:</p> <ul style="list-style-type: none"> <li>• <span style="color: red;">[component 1]</span></li> <li>• <span style="color: red;">[component 2]</span></li> </ul> <p>Students are required to cite/reference their use of generative AI tools using KSHS Referencing Policy</p>	<p>This assessment task permits the use of generative AI tools for the entire assessment task.</p> <p>Students are required to cite/reference their use of generative AI tools using KSHS Referencing Policy.</p>
	<p><b>Example genAI attribution statement:</b></p> <p><i>I acknowledge the use of <span style="color: red;">[Name of generative AI tool]</span> (accessed <span style="color: red;">[Month Year]</span>) to develop the <span style="color: red;">[list component/s of the assessment genAI contributed to]</span>. Prompts, outputs, and my responses are available upon request. All AI-generated output was critically reviewed. All other work in this assessment is my own.</i></p>	

Example Referencing for GenAI

In text (OpenAI, 2023)  
 Reference List; OpenAI. (2023). ChatGPT (Mar 14 version) [Large language mode].  
 <<https://chat.openai.com/chat>>

# Promoting academic integrity

Kingaroy State High School promotes academic integrity by modelling and developing students' skills, understanding and awareness of appropriate academic practices.

At Kingaroy State High School we:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies and other relevant guidelines about the responsible use of AI
- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that expects students to demonstrate knowledge and skills, and enables authentication of their own individual student work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students as outlined in the School Referencing Policy
- model academic integrity, e.g. by practising appropriate research, suitable use of AI, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers at school and year level assemblies, parent meetings and school newsletters
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity

## Strategies to encourage the appropriate use of Generative AI / plagiarism checker

To ensure the validity of student assessment responses, teachers should use the following procedures:

- Students must submit their assignment drafts through QLearn - Turnitin by the draft due date.
- As soon as practicable, teachers must use the SpeedGrader function on QLearn / Turnitin to determine the similarity rating of the student work for plagiarism, as well as to determine the AI Writing percentage.
- Teachers will inform the HOD of the percentage of plagiarism / AI generated content in the student work, so that this can be communicated in a timely manner to the parent / carer in a text message.
- If a significant plagiarism / AI Writing percentage is identified (above 20%), the teacher will inform the student of this when returning the drafting feedback and show them the highlighted sections. The teacher will not give the student a copy of the AI report (NOTE: students can already access the similarity rating for plagiarism).

- Students must submit their final assignment submission through Qlearn Turnitin by the due date. As soon as practicable, teachers will use the SpeedGrader function to determine the similarity rating / AI writing percentage of the student work.
- Teachers will inform the HOD of the percentage of plagiarism / AI generated content in the student work, so that this can be communicated in a timely manner to the parent / carer in a text message.
- The teacher / HOD will conference with the student to ascertain how the high similarity rating / AI Writing percentage has occurred.
- a brief annotation, summary or discussion, written in class, exploring further some aspect of the subject matter or the process of text production. This should help to indicate the extent of each student's understanding and involvement in the task
- If no plausible explanation is forthcoming, teachers will assign an achievement standard to the student work, ignoring any plagiarised / AI generated content.

The following whole-school procedures support this endeavour. Please note, the Principal reserves the right to vary these policies and procedures.

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="http://www.kingaroyshs.eq.edu.au">www.kingaroyshs.eq.edu.au</a> and in the school prospectus. All questions regarding this policy should be directed to the Deputy Principal Senior Schooling.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of the school year, at year level parades and in form classes. Relevant processes will also be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during Senior Education and Training planning</li> <li>• when the assessment schedule is published at the beginning of each Unit</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.2.1</a>	<p>Kingaroy State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements <b>on or before (5:00pm) on the due date</b> for their results to contribute credit to the QCE or their subject result. <b>For Oral Presentations and other Performances, all students are expected to be present at the beginning of the class lesson on the due date.</b></p> <p><b>Student responsibility</b>  Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment <b>by 5:00 pm</b> on or before the due date.</li> </ul>

	<p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p><b>Due dates</b>  <a href="#">Section 8.5.2</a>  <a href="#">Section 8.5.3</a></p>	<p><b>School responsibility</b>  Kingaroy State High School is required to adhere to QCAA policies for gathering evidence of student achievement <b>on or before the due date</b>.</p> <p>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 3 for each assessment period.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each semester (or Unit)</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b>  Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates, including draft and final dates in their diaries</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the Head of Department and classroom teacher as soon as possible</li> <li>• provide the school with relevant documentation, e.g. medical certificate: Part A &amp; C, Illness and Misadventure application (for Year 11 &amp; 12 students)</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> <li>• Students are to submit completed assessment <b>on or before the close of business (5:00pm) on the due date</b>.</li> <li>• For oral presentations and other performances, all students are expected to be prepared to present <b>at the beginning of the class lesson on the due date</b>.</li> <li>• <b>Note that IT issues are not considered a reason for not submitting assessment by the due date and time. Students are to take this into consideration when submitting assessment. Students should save work on their school profile and flash drive, and email it to their school email address.</b></li> </ul> <p>All final decisions are at the Principal's discretion. Refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b>  <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about Kingaroy State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Exceptions may apply where it is not practical to submit assessment electronically eg. Practical Art pieces, Engineering and Manufacturing jobs. Where this is the case, the assessment item will provide details on the required method of submission.</p> <p><b>All assessment evidence, including draft responses, will be submitted by their due date using Qlearn (<a href="http://qlearn.eq.edu.au">http://qlearn.eq.edu.au</a>) and automatically to Turnitin, Kingaroy State High School's Academic Integrity software.</b></p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for</p>



	QCAA processes. All evidence used for making judgments is stored as described in Kingaroy State High School's staff handbook and or according to individual Faculty area policy,
<b>Appropriate materials</b> <a href="#">Section 8.2.2</a>	Kingaroy State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

## Ensuring academic integrity

At Kingaroy State High School, we promote academic integrity by modelling and developing students' understanding and awareness of appropriate academic practice by:

- 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 or summarising – independently synthesising research or gathering information into a new idea or summary
- referencing – appropriately acknowledging the ideas, work or interpretation of others, including use of generative AI
- choosing appropriate examples – selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing – independently refining their own work and using feedback
- checking – self-assessing compliance with academic integrity guidelines before submitting responses

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

## Internal assessment administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<b>Scaffolding</b> <a href="#">Section 8.2.3</a>	<p>Scaffolding is:</p> <ul style="list-style-type: none"> <li>• an intentional instructional strategy</li> <li>• supports students to develop greater independence</li> <li>• may be provided to individuals or to class of students</li> </ul> <p>To develop students' knowledge and skills, teachers gradually reduce support and responsibility to students over a course of study.</p> <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p>



	<ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>• modelling thought processes required to complete parts of an assessment instrument</li> <li>• pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>• showing examples of responses and demonstrating the match to performance descriptors</li> <li>• using visual frameworks or graphic organisers to plan responses.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>For Year 11 and 12 students, scaffolding for assessment instruments in Units 3 and 4 will focus on the processes or presentation of the response and allow students to independently demonstrate the objectives being assessed.</p> <p>It may include:</p> <ul style="list-style-type: none"> <li>• providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument</li> <li>• guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument</li> <li>• providing prompts and cues for students about the requirements of their response.</li> </ul>
<b>Checkpoints</b> <a href="#">Section 8.2.3</a>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Head of Departments will contact parents/carers by text if check points are not met.</p>
<b>Drafting</b> <a href="#">Section 8.2.5</a>	<p>Definition: A draft is a preliminary version of a student's response to an assessment instrument.</p> <p>A draft:</p> <ol style="list-style-type: none"> <li>1. can be used to provide feedback</li> <li>2. assists in authentication of student work.</li> </ol> <p>At Kingaroy SHS, the expectation is that students will submit quality drafts to enable quality feedback to be provided.</p> <p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response (please note that in Year 7, students may have the opportunity to submit a maximum of two drafts. This will be determined by the faculty teachers before issuing the task. To be considered, the second draft must be submitted a minimum of 48 hours before the final due date).</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> </ul>

- 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.

Feedback should encourage a student to:

- consider other aspects of the text, report, performance or activity.
- develop their response to show more awareness of the audience
- 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, etc.
- Adhere more closely to the referencing style required by the task.

Feedback may be

- written
- verbal
- provided through questioning
- provided as a summary of 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.

Heads of Department will be informed and parents/carers will be notified by text about the non-submission of drafts.

#### **Communication of the non-submission of a draft/assessment to parents/carers, school process**

1. Teachers set:
  - a) a draft due date (a minimum of one week before the final due date)
  - b) a due date for the completed assessment and be submitted by COB (5:00pm)
2. For students who do not submit a draft on the draft due date, the teacher:
  - a) under Behaviour in OneSchool enters an incident and refers to HOD
  - b) HOD forwards list to office staff
  - c) Office staff texts parents with message:  
*Student name* did not submit a draft for *subject name* on the date.  
 (Should be the day after at the latest)
3. If a student fails to submit the final assessment task by the due date the teacher:
  - a) same as draft non-submit above
  - b) HOD forwards list to office staff
  - c) Office staff texts parents with message:  
*Student name* did not submit assessment for *subject name* on the date.  
 (Should be the day after at the latest)

**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 a word count.

Students **MUST** adhere to assessment response lengths as specified by 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 e.g., research and synthesis of information, planning and response outlining, summarising and paragraphing.
- 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 or page limit, or responses with a duration (e.g. presentations or recordings) length required by the syllabus, the school will:

- marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is - produced under exam conditions
- - in an assessment that requires a continuous response, such as a presentation or recording

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

**Guidelines about the length of a 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>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<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.		

**Authenticating student responses**

**Section 8.2.8  
11.1.3**

Accurate judgments of student achievement can only be made on genuine student assessment responses, that are authenticated as the students own work.

Kingaroy State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

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

**Ensuring Academic Integrity in Assessment**

At Kingaroy State High School, teachers use the following strategies to ensure student authorship:

- setting assessment tasks that expect each student to independently develop and produce a response
- varying assessment tasks each year so students are unable to use other students' responses from previous years
- setting aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response

Teachers may also:

- monitor
- collect
- observe progressive samples of each student's work at various stages
- document this (checklist, photos etc.)
- interview/consult with each student at checkpoints
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using 'Turnitin' software
- interview a sample of students after their responses have been submitted
- use the school's cross marking process
- interview a student if their authorship of text, visual, audio visual, performance or spoken/signed responses may have been compromised by, for example, use of generative AI, to determine their understanding and familiarity with their response

**Responsibilities for Establishing Authorship**

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, including generative IA tools, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by Kingaroy State High School such as to:
  - sign the Kingaroy State High School declaration (Appendix 1)
  - submit a draft
  - submit the final response to Qlearn using the integrated 'Turnitin' software, where required (Year 10, 11 & 12)
  - participate in interviews during and after the development of the final response

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that their child:
  - understands their responsibilities to maintain academic integrity
  - is aware of, and follows, the school's assessment policy, including the guidelines for

	<p>drafting and providing feedback on a draft student response</p> <p><b>Inability to establish authorship</b></p> <p>To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards or criteria sheet. Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:</p> <ul style="list-style-type: none"> <li>• provide an opportunity for the student to demonstrate that the submitted response is their own work</li> <li>• make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.</li> </ul> <p>In these instances, judgements about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards or criteria sheet.</p>
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<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6, 8 &amp; 9</p>	<p><b>Applications for AARA</b> Kingaroy 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.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a></p> <p>The school's principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.4.1</a>) 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. (See Appendix 2)</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure (Year 11/12)</b> Students and parents/carers must contact the Deputy Principal – Senior Schooling as soon as possible and submit the relevant supporting documentation. Follow the school flow chart for assistance. (See Appendix 3)</p> <p><b>Copies of the medical report template, extension application and other supporting documentation are available from the school website.</b></p>
<p><b>Managing non-submission of assessment by the due date</b> Section 11</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar (Year 11/12) and on the student's subject profile.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and will not receive an overall subject result.</p>
<p><b>Internal quality assurance processes</b> Section 9.1 8.3</p>	<p>Kingaroy State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are <b>provisional</b> until they are confirmed by the QCAA.</p>

	Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
<b>Review</b> <a href="#">Section 9.1</a> <a href="#">Section 9.2</a> <a href="#">Section 9.5</a>	Kingaroy State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, Vocational Education & Training Courses and Short Courses is equitable and appropriate for the local context.

## External assessment administration (Year 12)

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p> <p><a href="#">Section 10</a></p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 10) Kingaroy State High School is governed by the requirements of the QCAA.</p> <p>The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The <i>External assessment – administration guide</i> allows schools to administer the assessments using a consistent approach across the state, and ensuring student responses are their own. The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>communicate rules and expectations for external assessment to our school community, including teachers, students and parents/carers</li> <li>maintain the security of external assessment materials</li> <li>provide supervision and conditions that comply with the external assessment schedule and guidelines</li> </ul> <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> <li>ensure that all external assessment guidelines and rules are shared with and understood by teachers and students</li> <li>supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>comply with rules and expectations when supervising the external assessment</li> <li>inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct</li> <li>report incidents of suspected or observed academic misconduct to the SEA coordinator.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>read and comply with the external assessment student rules and information provided by the school</li> <li>understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct</li> <li>are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations</li> </ul> <p>Breaches of the external assessment rules are a form of academic misconduct. If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:</p> <ul style="list-style-type: none"> <li>permit the student to complete the assessment</li> <li>inform the student that an academic misconduct incident report must be completed and submitted to QCAA</li> <li>report an alleged incident of academic misconduct to the QCAA</li> <li>- complete an academic misconduct incident report that includes: a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment</li> </ul>



	<ul style="list-style-type: none"> <li>• a seating plan of each assessment room at all assessment venues</li> </ul> <p>Non-compliance of External Assessment guidelines will be investigated by the QCAA. Examples of non-compliance include:</p> <ul style="list-style-type: none"> <li>• rescheduling an external assessment without authorisation from the QCAA</li> <li>• not keeping the external assessment materials secure prior to the scheduled assessment time</li> <li>• accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA</li> <li>• opening external assessment packages before the time appointed by the QCAA</li> <li>• providing a student with undue assistance in the production of any work that contributes to their external assessment response</li> <li>• leaving students unsupervised or inadequately supervised during external assessment</li> <li>• allowing additional time for external assessment without authorisation from QCAA</li> <li>• administering unapproved access arrangements and reasonable adjustments (AARA)</li> </ul>
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## Managing academic misconduct

Kingaroy 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 along with the procedures for managing them:

### 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 awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.1.2](#) and [Section 8.2.1](#)). Where appropriate, the school's behaviour management policy will be implemented.

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>  <b>Internal Assessment</b>	A student begins to write during perusal time or continues to write after the instruction to stop writing is given	Student is provided with a clean copy of the assessment item at the beginning of writing time
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked
	A student uses unauthorised equipment or materials	Student is awarded an NR for the assessment item
	A student has any notation written on their body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item

	Types of misconduct	Procedures for managing academic misconduct
<b>Misconduct while under supervised conditions External As</b>	A student communicates with any person or tool 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	Consequences applied as per QCAA document ' <i>External Assessment Student Rules</i> ' which is distributed to students at the beginning of each year
<b>Collusion</b>	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work
	When a student assists another student to commit an act of academic misconduct	All students involved awarded an NR
	When a student gives or receives a response to an assessment	
<b>Contract cheating</b>	A student pays for a person or a service to complete a response to an assessment	All students involved are awarded an NR for the assessment item
	A student sells or trades a response to an assessment	Student is awarded an NR
<b>Copying work</b>	A student deliberately or knowingly makes it possible for another student to copy responses	All student's involved are awarded an NR
	A student looks at another student's work during an exam	Student is awarded an NR
	A student copies another student's work during an exam.	Student is awarded an NR
<b>Disclosing or receiving information about an assessment</b>	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	Student is awarded an NR
	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded an NR
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI</li> </ul>	Student is awarded an NR
<b>Impersonation</b>	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	Student is awarded an NR

	Types of misconduct	Procedures for managing academic misconduct
	A student completes a response to an assessment in place of another student. This includes use of generative AI to alter images or recordings to adopt unreferenced material or adopt identities of other presenters, or performers, for audio, visual and audio-visual assessment responses	Student is awarded an NR
<b>Misconduct during a supervised examination</b>	A student distracts and/or disrupts others in an assessment room	The student will be removed from the exam and an NR will be applied to the assessment
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work or creator's work using generative AI tools without attribution (this may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator as the work provided is not the work of the student.	Work that has been plagiarised is highlighted. Work the student owns that is authenticated or the student's own work will be used to provide a result.
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject	Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit.
<b>Significant contribution of help</b>	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	A result will be provided on work that was completed during class

## Illness and misadventure

The parent/carer of a student whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstances or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members; death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.

- 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.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

## **Illness and misadventure – internal assessment**

A student who is ill and unable to attend school for internal assessment should inform the Deputy Principal Senior School as soon as practical. This may be before, during or immediately after the assessment session.

Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established and a Principal reported AARA implemented.

## **Illness and misadventure – external assessment**

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator (see Section 10.1: External assessment roles and responsibilities).

### **Illness during external assessment**

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

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

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

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

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

## **Related school policy and procedures**

Refer to other school policies as appropriate:

- KSHS Student Code of Conduct
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement and confirmation)
- teacher handbook.
- Declaration of Authenticity

## Appendix 1

### Declaration of Authenticity

I certify that this assignment is all my own work, and I have acknowledged all material and sources used in the preparation of this material. Any help received from other people has also been acknowledged. I also understand that any suspicion of misconduct or plagiarism will be investigated and will be dealt with in accordance with school and QCAA policy.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### GenAI attribution statement:

I acknowledge the use of [Name of generative AI tool] (accessed [Month Year]) to develop the [list component/s of the assessment genAI contributed to]. Prompts, outputs, and my responses are available upon request. All AI-generated output was critically reviewed. All other work in this assessment is my own.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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I agree to the tool's [End-User License Agreement](#)

Declaration of Authenticity I certify that this assignment is all my own work, and I have acknowledged all material and sources used in the preparation of this material. Any help received from other people has also been acknowledged. I also understand that any suspicion of misconduct or plagiarism will be investigated and will be dealt with in accordance with school and QCAA policy.

# Confidential medical report

Appendix 2

## Access arrangements and reasonable adjustments (AARA)

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Medical reports may be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is used only for the purpose of determining the AARA application.

Use of this template is *not* required. If the health professional does not use this template, they must supply a current medical report containing all of the following information.

**This page is to be completed by the student and their parent/carer**

<b>Student details</b>			
<b>Student name</b>			
<b>LUI</b>			
<b>School</b>			
<b>FOR</b> If you are unsure, see <b>About this report</b> , on the last page.	<input type="checkbox"/> <b>AARA</b> application (for existing and chronic conditions)  Health professionals complete: <ul style="list-style-type: none"><li>• Part A — AARA</li><li>• Health professional details.</li></ul>	<b>OR</b>	<input type="checkbox"/> <b>Illness and misadventure</b> application (for an unexpected illness or event)  Health professionals complete: <ul style="list-style-type: none"><li>• Part B — Illness and misadventure</li><li>• Health professional details.</li></ul>
<b>I give permission for my health professional to provide information concerning this application to the QCAA, if required.</b>			
<b>Student signature:</b>		<b>Date:</b> /     /	
<b>Parent/carer signature:</b> (if student is under 18)		<b>Date:</b> /     /	

**Electronic signature:** If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

The school will submit this completed report as part of an AARA or Illness and misadventure application via the QCAA Portal.

**When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)**

The information you provide on this form is being collected and used in relation to the functions and powers prescribed under Part 2 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*. The



information will be accessed by QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

## Part A — AARA application

This section is to be completed *only* by the health professional for AARA applications (for existing and chronic conditions)

<b>Student name</b>	
<b>Diagnosis</b>	
<b>Date of diagnosis</b>	/ /
<b>Date of occurrence/onset</b>	/ /
<b>Provide a brief history of the student's disability, impairment and/or medical condition, including relevant functional impact/s.</b>	
<b>Is the student currently receiving treatment? Please indicate.</b>	

**Comment on how the disability, impairment and/or medical condition is likely to affect this student's daily functioning in the classroom.**

**Comment on the probable effect of the disability, impairment and/or medical condition on this student's capacity to complete timed assessment (examinations). Include professional recommendations for assessment adjustments.**

# Part B — Illness and misadventure application

This section is to be completed *only* by the health professional (in the case of an unexpected illness or event).

## Information for the health professional

- Students who are sick at the time of **external assessment** may request the submission of an illness and misadventure application if they are unable to attend assessment, or if they attend and feel that their performance was adversely affected by illness or misadventure.
- Approval of illness and misadventure requires strong supporting evidence. Medical information provided must be more detailed than a certificate stating that a student has a medical condition and is unfit for duty.
- **Note:** External assessment cannot be rescheduled. Students should attend if they are well enough to do so and there is no risk to others. A late application for AARA can be considered — if AARA can address the functional impacts of the condition to enable the student to participate on the same basis as other students (e.g. use of a computer for a student with an injury affecting handwriting; rest breaks for a student who is unable to sit for extended periods of time).

Student name	
Diagnosis	
Nature of condition	<input type="checkbox"/> temporary medical condition <b>OR</b> <input type="checkbox"/> deterioration in a chronic condition
Date of diagnosis	/ /
Duration of effect	/ / to / /
Comment on the likely impact/s on the student's ability to undertake or complete timed assessment (examinations)	

<b>I consider that the effect of the impairment arising from the medical condition is/was:</b>	
<input type="checkbox"/> mild	<input type="checkbox"/> moderate <input type="checkbox"/> severe
<b>I consider that the student is/was:</b>	
<input type="checkbox"/> disadvantaged in assessment performance	<input type="checkbox"/> unable to participate in assessment
<b>If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the examination session.</b>	

## Health professional details

<b>Name</b>	
<b>Profession</b>	
<b>Phone</b>	
<b>Specialty/qualifications</b> (if applicable)	
<b>Place of work</b>	
<b>Registration number</b>	
<b>Practice stamp</b> (if applicable)	
<b>Signature:</b>	
<b>Date:</b> /     /	

**Electronic signature:** If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

# About this report

## Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA are arrangements and adjustments made at the time of assessment, such as the provision of extra time, rest breaks and/or varied seating. For more information, visit [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara).

## Illness and misadventure

Students may be impacted by temporary illness or a deterioration of an existing medical condition at the time of assessment, or they may be impacted by a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments after external assessment.

**Note:** An illness and misadventure application cannot be made for the same condition or circumstance 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.

## Submitting this report

The medical professional should return this form to their patient. The school will submit the report as part of an AARA or Illness and misadventure application via the QCAA Portal.



## Kingaroy State High School

### Illness & Misadventure Process for ALL Internal Assessments

If a student is ill or is involved in an unforeseen event beyond the students control and is therefore unable to attend school for internal assessment the following process applies:

