ATHERTON STATE HIGH SCHOOL

ASSESSMENT POLICY HANDBOOK

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1. Context and purpose

Atherton State High School is committed to an educational philosophy that encourages all students to achieve educational excellence. This is achieved through fair and equitable planning, delivery, assessment and reporting on student learning that places students at the core of teaching and learning decisions. This Assessment Policy Handbook is designed to inform teachers, students and parents about assessment policies, procedures, responsibilities and expectations regarding the assessment program at Atherton State High School. The school's assessment policy and associated procedures align with the policies and procedures as set by the Queensland Government's Department of Education (DoE) and the Queensland Curriculum and Assessment Authority (QCAA).

2. Location and communication of policy

The Atherton State High School Assessment Policy Handbook is located on the school website for public access and on the school's Policies, Procedures and Process QLearn site (ASHS – PPP) for staff access. All questions regarding this policy should be directed to the class teacher or relevant Head of Department in the first instance.

Relevant processes are discussed with students and parent/carers at enrolment interviews, during SET planning and SET plan reviews, on the release of assessment and exam schedules, when each task is handed to students, and regularly in the newsletter.

3. Engaging in learning and assessment

Atherton State High School has high expectations for student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date, unless approved adjustments (AARA, extensions, exemptions) are in place.

Student responsibility

To ensure full engagement in learning and assessment, students are responsible for:

- attending regularly and participating in all activities, including homework, related to the learning and assessment
- seeking explanations for all criteria associated with the assessment
- recording checkpoints and due dates in diaries (electronic or hard copy)
- planning and managing their time to ensure all checkpoints and due dates are met
- undertaking any necessary research and reading
- responding to teacher feedback
- completing and handing in a draft and final submission by the due date.
- attending all scheduled exams and presentations
- ensuring that work submitted is their own original, authentic and not plagiarised work

In cases where students are unable to meet a due date, it is their and their parent or carers' responsibility to:

- inform the classroom teacher as soon as possible
- apply for an extension before the due date of the assessment, understanding that only the Head of Department or Deputy Principal can grant an extension through the approved processes
- apply for an exemption, if approved conditions are met
- provide the school with relevant documentation including supporting documents for consideration of late submission or AARA
- adhere to any alternative arrangements for submission of assessment, if applicable and approved, as decided by Atherton State High School, including students on suspension.

Atherton State High School responsibility

Atherton State High School is responsible for developing learning experiences that align with syllabus objectives, curriculum content descriptions and achievement standards, and VET competencies, and provide students with opportunities to develop appropriate assessment responses. When designing learning experiences and assessment opportunities, the school is responsible for ensuring students engage with age-appropriate topics, performances, activities and resources in an environment free from physical, emotional and psychological harm. Teachers will monitor student concepts, planning, research topics and drafts to ensure that the work is appropriate for the intended audience.

The school will provide students and their families with an assessment schedule by the end of Week 3 each semester that:

- aligns with curriculum/syllabus requirements
- provides sufficient working time for students to complete the task
- is clear to teachers, students and parents/carers
- allows for internal and external (e.g. QCAA, external Registered Training Organisation) quality assurance processes to be carried out

4. Assessment

Assessment is the purposeful and systemic collection of information about students' achievements. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus or curriculum. It may be:

- Formative - uses day-to-day, often informal, assessments, including diagnostics, to ascertain and explore students' understanding; or
- Summative - evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, topic, unit, course, semester, program

And is either

- Internal - designed and administered at Atherton State High School; or
- External - designed by QCAA or external Registered Training Organisation (RTO) and administered by Atherton State High School

Assessment decisions are made by the school to ensure that students have maximal opportunity to demonstrate what they know and can do at key junctures.

Principles and attributes of assessment

Atherton State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgements 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 has been taught, learnt and assessed
- accessibility, so that every student has the opportunity to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable and repeatable.

Assessment literacy

Assessment literacy is described as the skills and knowledge required to measure and support learning through assessment. It is critical that both teachers and students are assessment literate.

Students who are assessment literate are able to:	Teachers who are assessment literate are able to:
• understand the purpose of what they are doing • understand the basis on which judgements will be made • demonstrate this understanding through their engagement with assessment • reflect on feedback and apply it in the future to improve their work	• produce quality assessment • demonstrate the required knowledge and skills to validly and reliably assess students' learning • consistently apply standards/descriptions to make judgements about, students' learning and work • interpret and apply the feedback and data from assessment to improve teaching and learning

Assessment types

Exams

Exams are completed in class or on a scheduled date during block exams, advised at the beginning of the unit. Students absent on the day of an exam should follow the Illness and Misadventure/AARA process for their year level (see appendices 1, 2, 3 & 4).

Assignments and projects

Assignments must be submitted according to the instructions on the task sheet on or before the due date. Unless otherwise stated on the task sheet, all assignments must be submitted through Turnitin for students in Years 10-12. Students in Years 7-9 are to email their completed assessment to their teacher. Year 9 teachers will upload student work to Turnitin.

Block exams

- Block exams are scheduled for FIA4 for general subjects in Year 11 and for IA4 external exams for Year 12s.
- Students are required to attend school for their scheduled exams only, unless otherwise advised.
- Students must be in full formal school uniform, at all times, including school approved shoes.
- Students who are not up to date with the learning and assessment program for certificate courses will be required to come into school during block exams to catch-up on outstanding work.

Practical Assessment

- Students absent for practical assessment must contact the school and relevant teacher on the day of the assessment to notify of absence. Supporting documentary evidence must be provided as per the Illness and misadventure/ AARA process upon return to school to be considered for an extension.
- In most cases, the student must present and submit the practical task on their first lesson back.
- If practical work is required to be submitted in a group, the group will present the task with a substitute student (if required) on the due date. When the absent student returns to school, the group then presents again. Students who perform on both occasions may be graded on their highest performance level of achievement.

Scaffolding for assessment

Scaffolding is a process for helping students complete complex tasks by guiding them through a series of simplified stages that focus on component skills or types of knowledge they require to successfully complete to larger task. When scaffolding in an assessment context, integrity of the assessment instrument must be maintained so a student's response is authentic. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding against the breadth of the relevant standards and criteria.

Scaffolding for assessment instruments in Units 3 and 4 in the senior school can only focus on processes or presentation of the response. Scaffolding may include:

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

Checkpoints

As assessments usually entail the development of a response through a series of steps or phases (for example, conceptualising, planning, researching, producing and reflecting), checkpoints are detailed on student tasks sheets to support students working through these stages efficiently. Checkpoints provide teachers with the opportunity to monitor student progress, establish student authorship as well as gather evidence of student achievement in response to assessment before the due date that may be used to make a judgement if a final response is not submitted.

The onus is on students to be able to show evidence of progress at scheduled checkpoints.

Assessment Feedback

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. Feedback helps a student understand how they are going, where they need to go next and how to get there. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

Feedback on a draft response

Teachers provide feedback on a draft response to provide students with the opportunity to push their work to the highest level they can before they make their final submission. In Senior (Years 10-12), feedback will be provided on a maximum of one draft response for each student. In Junior (Years 7-9), students may receive feedback on more than one draft response at the discretion of the faculty. For feedback to be useful for students, a final draft should be a complete draft, as close to finished as possible. Providing feedback is a consultative process not a marking process and teachers will not allocate a result for a draft response (including a pass/fail indication) unless there is no final submission made by a student on the due date.

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

- written feedback (hand-written or digital)
- verbal feedback (face to face or recorded)
- feedback provided through questioning

- a summary of feedback and advice to the whole class

Feedback on a draft response cannot compromise the authenticity of student work. Teachers must not introduce new ideas, language or research to improve the quality of student responses. They may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft response requires more editing but will not edit or correct errors in a draft response.

The due date for a draft response will be clearly outlined on all assessment tasks sheets and submitting a draft response by the nominated due date is mandatory. Parents or carers will be notified by the class teacher via email (see appendices 5, 6, 7 & 8) if their child does not submit a draft response or if their draft has not been genuinely attempted. Late draft submissions will be accepted but feedback cannot be guaranteed.

Submitting assessment

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

All assessment evidence (excluding folios of practical work), including draft responses, will be submitted by their due date and via Turnitin in QLearn for students in Years 10-12, unless the assessment type precludes this e.g. practical assessment. Teachers will provide instructions on how to use this platform for submissions of drafts and final assessments. Students in Years 7-9 are to email their completed assessment to their teacher. Year 9 teachers will upload student work to Turnitin.

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

Managing approved absence from assessment

Students often engage in a range of learning and personal experiences or activities that fall outside of traditional classroom-based activities. While these activities may involve prolonged absences from school or coincide with scheduled assessment dates or periods, they may not always meet the requirements for AARA, illness and misadventure, or extension applications. Where appropriate, Atherton State High School may approve student engagement in these experiences.

Examples of school-approved absences may include:

- School excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- Representation for Atherton State High School in district, regional, state or national sporting or cultural activities
- Student exchange programs
- Audition or entrance exams (state, interstate or international)

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

- non-examinations — students are required to submit/present the assessment on or before the due date.
- examinations – students are to complete the original or comparable assessment before their absence and before the due date. HODs decide whether a comparable task is required or not. A comparable task is only required if the integrity of the original or endorsed assessment task is at risk.

Non-submission of a student response

Teachers are to collect evidence of the development and progress of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument task sheets provide details of the evidence that will be collected.

Years 7-10 non-submission of response

When a student does not submit a final response to an assessment instrument (other than an examination) on or before the due date set by the school, a result should be awarded using available evidence such as work from class activities, anecdotal records, rehearsal notes, photographs of student work, and drafts of summative assessments, that have been gathered during curriculum delivery, and may be matched to a relevant achievement standard.

Where the teacher is unable to identify sufficient evidence, an N (non-submission) is awarded for the response. An E cannot be awarded when there is no evidence for that standard. An N on a single piece of evidence does not preclude the student from receiving an achievement rating on the term or semester report, if there is evidence (assessment responses or other available evidence) that can be matched to the achievement standard.

Year 11 and 12 non-submission of response

Following the directives of the QCAA, the school determines Not Rated for unit 1 or 2 when:

- a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and
- there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) to be rated as U or S.

Heads of Department and teachers will make decisions regarding whether the full assessment program for Unit 1 and 2 requires submission of responses to one or two assessments tasks for each senior subject and will clearly communicate this with students and parents via the Learning and Assessment Overview and Whole School Assessment map. If the school has chosen two instruments to assess all unit objectives, the result for one of the instruments alone is not used to determine the unit result.

For paired units 3/4, the QCAA dictates that if a student has been given the opportunity to engage in the teaching and learning program in preparation for an assessment instrument, but has not provided any evidence of a response, the school is to record a not rated (NR) for the assessment. For Year 12 General and General (Extension) subjects in Units 3 and 4, a mark of zero on the instrument specific marking guides (ISMG) for the internal assessment instrument cannot be allocated if there is no evidence.

For Year 12 students awarded an N for a non-submission of assessment, a NR (not-rated) must be applied to the whole of the paired units 3/4 and entered in the QCAA student management system by the date published in the QCAA SEP calendar for Year 11 and 12. This means that the completion requirements for that subject have not been met and no subject result will be issued unless an AARA application has been made and approved. If a student is eligible for an extension AARA and an extension of time is granted, this becomes the revised due date for this student. It is not appropriate to award a lower result, mark or standard as a penalty for non-submission

5. Promoting academic integrity

Atherton State High School recognises that integrity forms part of a young person's intellectual and personal development and is a core value that supports students to be successful. Staff promote good academic practice and a school culture that actively encourages academic integrity. This section describes the rights and responsibilities of all learning partners in regard to academic integrity. It also outlines Atherton State High School's expectations in the enactment of this, ensuring that the school's procedures and processes related to academic integrity are transparent, inclusive, fair and consistent, and meet systemic and institutional requirements.

Atherton State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The school, teachers, parents/carers and others who support students in their learning are all responsible for promoting and maintaining academic integrity.

Definitions

Academic integrity refers to producing authentic pieces of work and undertaking research honestly. This means always respecting intellectual property by acknowledging any and all ideas and work that have come from others. This may include written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts and maps, and any source material generated by artificial intelligence. Academic integrity also involves demonstrating proper conduct during examinations.

Academic misconduct is defined as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

Academic misconduct includes, but is not limited to:

- Plagiarism—the representation, intentionally or unintentionally, of the ideas, words or work of another person or entity, including AI generated, without proper, clear and explicit acknowledgment
- Paraphrasing—the restatement of someone's work, including AI generated work, in another form. For this to be allowed, the source needs to be acknowledged in-text and in a reference list
- Fabrication of data—manufacturing data for an experiment, mathematical exploration or any subject inquiry requiring statistical evidence
- Collusion—supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another
- Duplication of work—the presentation of the same work for different assessment components, whether in the same subject or different subjects
- Misconduct during an examination—for example, taking unauthorized material into an examination; behaviour that disrupts the examination or distracts other students; or communicating with another student while an exam is in progress

- Unethical behaviour—for example, the inclusion of inappropriate material in any assessment materials; making up references; gaining access to a test or materials before they are intended to be available; any other behaviour that gains an unfair advantage for a student or that affects the results of another student, for example, falsifying a records, disclosure of information to and receipt of information from students about the content of an examination paper.

Ensuring academic integrity

Students will take responsibility and demonstrate integrity for their learning by

- doing their own work, and honestly demonstrating what they have learned
- understanding what is required of them and fulfilling the school's requirements for their studies
- being fair and honest in all aspects of their work and respecting the rights and integrity of their peers and teachers in doing the same
- ensuring that work submitted for assessment is authentically theirs, and declaring this on each assessment item
- ensure that all words, thoughts, ideas, arguments, or quotes from others, including those generated by ai, are correctly referenced using the APA7 style.
- submitting all rough drafts and final submissions for written assessments or components through Turnitin

Teachers take responsibility and demonstrate integrity for their teaching and learning by

- being role models of academic honesty and integrity in all aspects
- Skilling students to maintain academic integrity and avoid misconduct by:
- providing instruction and scaffolding on what constitutes academic misconduct
- explicitly outlining assessment and exam expectations and conduct
- explicitly teaching how to correctly use evidence and data, cite sources using APA and ethically conduct research
- providing clear guidelines on group work, especially concerning division of tasks and allocation of marks amongst group members
- being vigilant for changes in writing style such as font, language choices or tenor
- investigating any similarity report that is above 20% on Turnitin
- knowing the investigation process and consequences of academic misconduct

Atherton High takes responsibility for establishing a school culture that actively encourages academic integrity by:

- understanding what constitutes academic integrity and authentic pieces of work
- promoting the appropriate and ethical use of AI generated information
- scheduling completion of the QCAA academic integrity course in Year 10, 11 and 12
- providing teachers with effective training opportunities related to academic integrity
- sharing the aim of the Academic Integrity Policy with students, parents and carers on the school website
- providing ongoing education in academic honesty

Parents and carers can support their child to maintain academic integrity by:

- being familiar with the Atherton High Academic Integrity Policy and actively the importance of academic integrity and the implications of academic misconduct with their children
- approaching the school if their child needs additional support
- ensuring that tutors and others who support their child's learning are aware of and fulfill the requirements of the school's Academic Integrity Policy
- cooperating with the school in the event that their child is suspected or found to have breached the school's academic integrity policy

To maintain a learning environment that encourages mutual trust, respect and integrity, the school:

- ensures that implementation of assessment maintains the integrity of assessment in all cases
- consistently applies policies and practices to develop and practice academic integrity and minimise academic misconduct
- develops assessment that enables identification and acknowledgment of original, individual work
- mandates and models the APA 7th edition system of referencing to be used for student responses, and explicitly teaches this style of referencing to students
- models academic integrity by practising appropriate research, referencing, and adherence to copyright laws as a school community

Use of Artificial Intelligence (AI) tools

Artificial Intelligence, known as AI, can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text or images) and emulating them when tasked with producing something. The growing accessibility and sophistication of generative AI tools provides opportunities to develop human-like text and rich multimedia content in a way that has not previously been possible. This requires schools to

understand and appropriately managing a range of privacy, security and ethical considerations (Commonwealth of Australia, 2023).

AI technology has great potential to assist teaching and learning and students can safely and appropriately use AI tools to:

- access vast amounts of information quickly
- aid diverse learners with different learning abilities, linguistic backgrounds or accessibility needs
- accelerate exploration and creativity, spark curiosity, suggest new ideas and ways of thinking
- be more efficient with course work and tasks
- help with studying
- generate ideas for brainstorming
- get further explanation of a topic a teacher is covering for class
- improve their writing
- get instant feedback

To ensure that academic integrity is preserved and a student's mark is a genuine acknowledgment of their knowledge, skills and abilities, it is critical that students acknowledge the use of AI and that AI output (including paraphrasing) not be used directly in student summative response unless specified in the task conditions.

If the use of AI is appropriate in a response to an assessment, the assessment conditions on the task will stipulate how and to what extent AI may be used. This will typically fall into one of three categories:

Assessment allowing some use of AI to support learning	These assessment tasks are designed to be challenging, authentic and complex. Students may use AI technologies in the planning or conceptualising phase, but successful completion of assessment will require students to critically engage in specific contexts and respond to these in their own words. Students must clearly reference any use of AI in their final response. For example, [Author or company of AI tool. (Year, Month Day). *Title of the chat.* [Description of the chat type]. AI tool or model. Web address of the chat]. Failure to do this will constitute academic misconduct.
Assessment tasks prohibiting use of AI	These assessment types evaluate a student's abilities, knowledge, and skills without the aid of Artificial Intelligence. Students are advised that the use of AI technologies to develop responses is strictly prohibited and may constitute academic misconduct.
In-person assessment not permitting use of AI	This assessment task is to be completed in-person as an exam, speech, multimodal or practical demonstration. The use of AI tools is not permitted. Any attempted use of AI may constitute academic misconduct.

To demonstrate the development of their response and its authenticity over time, students must meet assessment checkpoints and drafts for all assessments. If, during the checkpoint and drafting phases, the student and their parents will be advised by the Classroom Teacher via email (appendix 9). The student and teacher will meet to discuss authentication of student work. If, on final submission of the task, there is suspicion that a student has submitted a response inappropriately containing AI, the Classroom Teacher advises parent (appendix 10) and the student and parent are invited to meet with the Head of Department to discuss next steps. If the student cannot verify the authenticity of all or part of their response, the Classroom Teacher will make judgements on, and awards results based on verifiable sections of the response only.

In all circumstances, the onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their final response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to the summative result for the task (appendices 11 & 12).

Responsibilities for establishing authorship

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

Teachers should:

- 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, 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, checkpoints, outlines, plans or a draft).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work
- participate in authentication processes as required by Atherton State High School, which may include:
  - signing a declaration of authenticity (appendix 13)
  - use of tracking in the online version of word (access to that via SharePoint/webmail)
  - submitting a draft
  - submitting the final response via Turnitin (not including exams and practicals)
  - participating in interviews during and after the development of the final response.

Parents/carers can:

- support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of and follow the guidelines for drafting and providing feedback on student responses.

Inability to establish authorship

To make judgements about student achievement, a teacher must have sufficient evidence of a student's own knowledge and skills to match with the relevant standards. Responses that cannot be authenticated as 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 teacher and/or Head of Department will:

- inform the student and parent
- provide an opportunity for the student to demonstrate that the submitted response is their own work, using the email template
- 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.

Academic integrity in external assessments

The QCAA publishes rules and procedures on the QCAA website each year to help Atherton State High School senior students and staff prepare for external assessment. In administering external exams, the school follows the QCAA's Directions for Administration (DFA) to ensure it is consistent with processes across the state in ensuring that student responses are their own.

Alleged academic misconduct by students in exams

Alleged misconduct may be detected at the venue and through QCAA checking processes.

If an alleged incident of academic misconduct by a student is detected at the time of the assessment, the exam supervisor will:

- permit the student to complete the assessment or
- remove the student from the assessment room if they are distracting and/or disrupting others
- advise the student after the exam session is finished of the consequences of this misconduct
- advise the Head of Department and the student's parents by phone of the misconduct and consequence of this

For QCAA external exams, the supervisor will also

- 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.

To ensure students fully understand the importance of sound academic practices and the necessity for academic integrity, Year 10, 11 and 12 students complete the QCAA academic integrity course at least once over the course of their senior schooling at Atherton State High school. Staff are expected to complete this course at least once every two years.

6. Response length and conditions

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the curriculum documents. All assessment instruments will state the required length of a response as a word length, duration of time, or page count, to match syllabus requirements (Year 11 and 12 QCAA syllabuses) or conditions determined by the school (Years 7-10 ACv9, VET courses). Students must adhere to assessment response lengths specified.

When developing and implementing an assessment instrument, the school will develop valid assessment instruments of suitable scope and scale to ensure that students are able to demonstrate their knowledge and skill within the required conditions. Teaching and learning programs will embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. Modelled responses will be provided to students with demonstrated examples at the required length, and feedback about length will be provided by teachers at checkpoints.

Teachers will implement procedures in regard to managing response length. This will include:

- encouraging students to respond to assessment instruments within the required length
- providing students with the knowledge and skills to respond within the required length
- emphasising the use of checkpoints, which include the draft due date, to provide each student with feedback about their response
- annotating any student responses submitted on or before the due date that exceed the required length to indicate the policy strategy used to mark the response.

To ensure the entirety of their response can be marked, students should develop responses that meet the conditions of the assessment and respond to feedback about the length of their response

Note, in Year 11 and 12, if a student provides a final response that exceeds the prescribed word length, only the section of the response that falls within that word length will be marked, with the exclusion of evidence outside the required length including appendices and foot notes.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table, taken from the QCAA's QCE and QCIA Handbook. At Atherton State High School, these inclusions and exclusions are applied across all subjects in all year levels.

	Word length	**Page count**
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference list • appendixes*
* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Managing response length

Atherton State High School teachers will implement one of two strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. For written responses with a word or page limit, strategies include:

- allowing a student to redact a response to meet the required length before a judgement is made on the evidence in the student response.

For responses with a duration (e.g. presentations, recordings) or those produced under examination conditions:

- marking only the evidence in the student response that meets the assessment conditions for response length, i.e. marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point (this method can be used for students who decline the opportunity to redact a response).

Teachers will annotate any student responses submitted on or before the due date that exceed the required length to indicate the strategy used to mark the response.

It is important to note that when marking student responses, schools cannot:
• change the tool (e.g. marking guide, reporting standards) being used for making a judgement
• penalise students for submitting an over-length response by arbitrarily reducing their result, e.g. introducing a 2-mark penalty for an over-length response
• increase the upper limit of a length described as a range in the syllabus, e.g. allowing a tolerance of +10%
• increase working time, e.g. allowing students to take over-length assignments home to redact.

In any case where the complete student response is not used to determine the result, teachers annotate the student response and marking guide to indicate which evidence was used to make a judgement.

7. Making judgements

Making judgements about junior student achievement

Atherton State High School makes judgements about student achievement using the evidence in student work matched to the task specific marking guide, aligned to the relevant aspects of the achievements standards for Year 7 to 10 Australian Curriculum Version 9 subjects. Numerical cutoffs will not be used to make judgements about student performance in Australian Curriculum subjects.

Making judgements about senior student achievement

Atherton State High School makes judgements about student achievement using the evidence in student work matched to the syllabus standards or instrument-specific marking guide (ISMG) for the relevant syllabus for senior subjects.

Decisions will only be made according to a numerical cutoff if a marking guide is required to be used under a specific QCAA syllabus for a specific assessment task. Numerical cutoffs in subject mark books or published by the QCAA for determining an overall mark at the end of the course of study will not be used to make judgements.

Judgements will be made at the required junctures for reporting to the QCAA and for the required QCAA quality assurance processes. Teachers will also make judgements for reporting to students and parents carers using reporting standards as appropriate.

Making judgements in Units 1 and 2 (Year 11)

Atherton State High School reports a result to the QCAA of Satisfactory (S) or Unsatisfactory (U) for Unit 1 and Unit 2 in all subjects.

Unless sufficient evidence is provided on or before the due date in response to the complete assessment program for a unit designed for reporting to the QCAA, the school cannot award a result for the unit and will report a not rated (NR) for the unit. A complete assessment program will entail completion and submission of a minimum of one and maximum of two assessment tasks for a designated unit, dependent on subject syllabus requirements. This will be clearly communicated to students at the beginning of the unit.

Making judgements in Units 3 and 4 (Year 12)

Atherton High School makes judgements against A-E criteria, instrument specific marking guides or QCAA supplied marking guides. For applied and applied (Essential) subjects, an exit result will also be determined, based on an on-balance assessment of a folio of work to the syllabus standards.

All marks for summative internal assessment for General and Extension subjects are provisional until they are confirmed through the QCAA confirmation process.

Internal quality assurance processes

Atherton State High School's quality assurance process system ensures valid, accessible and reliable assessment of student achievement across Years 7 to 12. This includes:

- Quality assurance of all assessment instruments before they are administered to students. This occurs through faculty review and moderations processes. All Year 11 and 12 instruments are to be quality assured using the quality assurance tools provided by the QCAA.

- Quality assurance of judgements about student achievement through cross marking and/or moderation of summative responses.
- Quality assurance of judgements about student achievement will also follow authentication strategies as outlined on individual assessment instruments.

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

8. Submitting samples for confirmation

In preparation for confirmation, Atherton State High School collects and stores student responses and are prepared to electronically submit samples as identified by QCAA from provisional results.

Confirmation submission checklist

The principal's delegate:

- receives notification of samples required for confirmation, by student Learning Unique Identifier (LUI) – these samples cannot be amended by the Atherton State High School except under exceptional circumstances
- notifies the classroom teacher and HOD that the required samples are in the app
- ensures the accuracy and completeness of the uploaded required samples
- submits the sample files required by the due date

The uploader (usually class teacher):

- reviews the requested sample responses to ensure that:
    - the samples are complete
    - any response length strategies applied have been annotated
    - checks that the ISMG is annotated accurately, legible and attached to the student work
- scans the identified students' responses to the internal summative assessment instrument (only including supplementary materials if specified by the QCAA)
- checks the accuracy and legibility of the scanned responses
- uploads in the QCAA confirmation application

The approver (usually the subject HOD):

- opens each uploaded sample, ISMG and any additional supporting documentation requested by the QCAA, and checks that the uploaded documents:
    - are the correct sample responses for the correct tasks for the correct students for the correct subject
    - include all pages with no gaps, double ups, upside down or missing pages
    - are easily readable
    - include annotations re response length strategy (if applied)

Atherton State High School will only submit student draft work where the draft work was used to award provisional marks due to a student not making a final submission. There is no opportunity to submit additional materials for a sample after the due date.

If supplementary submission of student samples is required, the above process will be replicated.

9. Retaining student work

Internal assessment retention

Atherton State High School must retain student work used in determining results for internal assessment until the end of Term 1 of the year following a student's exit from Atherton State High School. Atherton State High School retains this evidence for QCAA quality assurance purposes and must make it available to support school judgements in determining all results reported to the QCAA. The evidence may be required if there is a request for a review or verification of results.

After this time, Atherton State High School will adhere to relevant Department of Education Queensland and/or government requirements for document retention.

Vocational education

Learning providers are responsible for banking students' achievements into learning accounts. Atherton State High School RTOs are required to supply all enrolment and outcomes data for VET to the QCAA.

Queensland Student Transfers

When a Year 11 or 12 student transfers to Atherton High from another school in Queensland, the original school in which the student was enrolled must retain the student's responses and provisional results until required. The Deputy Principal senior schooling will make contact with the original school as soon as possible following the student's enrolment interview to ensure that the QCAA has been or will be advised of provisional results for any summative internal assessments already submitted prior to the student departing that school and will advise the student's teachers of this.

Where an Atherton State High School student who has completed unit 1, unit 2 or unit 3/4 in a QCAA subject or a QCAA Short Course departs in Year 11 or 12, notification of the provisional marks and upload of the student response for confirmation through the QCAA remain the responsibility of the Atherton State High School. These students must not be removed from student upload lists when they depart the school. It is the subject Heads of Departments' responsibility to ensure that the correct results are uploaded to the QCAA.

Interstate and international transfer students

Where a Year 11 or 12 student enrols at Atherton High school, the original school is responsible for the notification of results to the QCAA. The Atherton High Deputy Principal Senior School will make contact with the original school as soon as possible following the student's enrolment interview to discuss subject load and results to ensure that the student is able to be successful at our school.

10. Access arrangements and reasonable adjustments (AARA), including illness and misadventure

Atherton State High School is committed to reducing barriers to success for all students. AARAs are actions taken by Atherton State High School to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Atherton State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook.

AARA are provided to minimise, as much as possible, barriers for a student that may affect their ability to effectively participate in assessment. These barriers may be permanent, temporary or intermittent and may relate to cognitive, physical, sensory or social/emotional domains.

Students are not eligible for an AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided, e.g. misreading an examination timetable, misreading examination instructions
- timetable clashes
- matters of the student's or parent's/carer's own choosing, e.g. family holidays or sporting events
- matters that the school could have avoided, e.g. incorrect enrolment in a subject.

Atherton State High School makes decisions for AARAs for students in Year 11 undertaking Units 1 and/or 2. AARA provisions implemented for Year 11 students in Units 1 and/or 2 must be aligned to those that may be available to students in Units 3 and 4. However, it is important to note that AARA approved by the Atherton State High School in one course of work is not a guarantee that students will be provided the same access or the same adjustments for other or future courses of work.

Heads of Department are responsible for the development and approval of extensions under illness and misadventure for all year levels. For Year 11 and 12 students, where AARA are required for a single internal assessment in one subject only, the Head of Department for that subject will complete the AARA submission in the QCAA portal. Where a student is applying for AARA across more than one subject or internal assessment, the Head of Senior schooling and/or Deputy Principal Senior Schooling is responsible for completing the submission in the QCAA portal. The Atherton State High School principal (delegates) is responsible for approval of all principal-approved AARA and for submission of all QCAA-approved AARA applications. Classroom teachers cannot grant extensions or adjust assessment task conditions without the appropriate approval from a HOD, Deputy or Principal.

In approving AARA, the decision-maker must be reasonably satisfied that the need for AARA exists and be able to provide evidence to justify the decision. All AARA applications for Year 11 and Year 12 must be accompanied by the relevant supporting documentation outlined below 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 One School profile as a personal learning record by the HOD, principal or delegate giving approval.

See Atherton State High School AARA policy and procedures and QCAA website for further information.

Appendix 1 – Year 7-9 Extension Request Form

Students in Years 7-9 are to use this form if they will be unable to submit an assessment task on or by the due date and believe they have legitimate reasons to support an extension.

Process:

1. Students must submit this signed form to the relevant Head of Department for approval at least 5 days before the due date for planned absences or within 1 day of the due date for submission for unplanned absences.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. Students will be expected to complete/submit their task by 5:00 pm on the revised date, via Turnitin if required.
4. If the revised date is missed, a result will be given based on evidence available on the revised due date. If no evidence is available, an N rating will be given.

(For a detailed overview, please consult the Atherton State High School Assessment Policy.)

Student Section (Fill out <u>all</u> details)

Student Name: .....

Subject: ..... Teacher: .....

Assessment name and number: .....

Original due date: .....

Date/s of absence: .....

Requested revised due date: .....

Reason for requested extension: ☐ Illness and misadventure ☐ Other

Give details: .....

.....

.....

.....

I declare that the above statement is true and valid:

Student signature: _____ Parent/Carer signature: _____

Decision and agreement section

Approved ❑ Declined ❑

❑ Documented on OneSchool
❑ Referred to Deputy Principal Junior School or Middle School

Revised draft due date: _____

Revised final assessment due date: _____

Student signature: _____ Date: _____

HOD signature: _____ Date: _____

Appendix 2 – Year 10-11 Extension Request Form (including illness and misadventure)

Students in Years 10-11 use this form if they will be unable to submit an assessment task on or by the due date and believe they have legitimate reasons to support a late submission. Student must attach supporting documentation as per the Assessment Policy.

Process:

1. Students must submit this signed form to the relevant Head of Department for approval at least 5 days before the due date for planned absences, or on the due date for submission for unplanned absences.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. Students will be expected to complete/submit their task by 5:00 pm on the revised date, via Turnitin if required.
4. If the revised date is missed, a result will be given based on evidence available on the revised due date. If no evidence is available, an N rating will be given.

(For a detailed overview, please consult the Atherton State High School Assessment Policy.)

Student Section (Fill out <u>all</u> details)

Student Name: .....

Subject: ..... Teacher: .....

Assessment name and number: .....

Original due date: .....

Date/s of absence: .....

Requested revised due date: .....

Reason for requested extension: ☐ Illness and misadventure ☐ Other

Give details: .....

.....

.....

.....

I declare that the above statement is true and valid:

Student signature: _____ Parent/Carer signature: _____

❑ Medical certificate supplied

❑ Other evidence provided (please specify):

_____

Decision and agreement section

Approved ❑ Declined ❑

Revised draft due date: _____

Revised final assessment due date: _____

❑ Documented on OneSchool

❑ Referred to Deputy Principal Senior Schooling

Student signature: _____ Date: _____

HOD signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Appendix 3 – Year 12 Extension Request Form (Illness and misadventure)

Students in Year 12 use this form if they will be unable to submit an assessment task on or by the due date and believe they have legitimate reasons to support a late submission based on illness or misadventure. Students must attach supporting documentation as per the Atherton State High School Assessment Policy and the QCE and QCIE Handbook.

Process:

1. Students must submit this signed form to the relevant Head of Department for approval at least 5 days before the due date for planned absences, or on the due date for submission for unplanned absences.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. Students will be expected to complete/submit their task by 5:00 pm on the revised date, via Turnitin if required.
4. If the revised date is missed, a result will be given based on evidence available on the revised due date. If no evidence is available, an NR rating will be given.

(For a detailed overview, please consult the Atherton State High School Assessment Policy.)

Student Section (Fill out <u>all</u> details)

Student Name: .....

Subject:.....Teacher: .....

Assessment name and number:.....

Original due date: .....

Dates of absence: .....

Details of reasons for request:

.....

.....

.....

.....

Verifying Evidence

Only applications with third party supporting evidence will be considered. It is the parent / carer and student's responsibility to organise the supporting evidence for this application. Select the appropriate evidence below:

For illness and misadventure:

☐ Attached is a medical certificate stating that I was unfit for school for a period which includes the due date of the assessment preparation and/or submission. Year 12 students must submit a QCAA Medical Report template, available for download from the Atherton State High School website

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

☐ Attached is a third party signed statement (not the student/parent/carer) from a relevant independent professional or independent third party such as a police report stating the nature of the misadventure and covering the due date of the assessment

I declare that the above statement is true and valid:

Student signature: _____ Parent/Carer signature: _____

Decision and agreement section

Approved ❑ Declined ❑

Revised draft due date: _____

❑ Documented on OneSchool
❑ Referred to Deputy Principal Senior Schooling
❑ Documented in QCAA Portal as Principal-approved AARA

Revised final assessment due date: _____

Student signature:_____ Date: _____

Parent/carer signature:_____ Date: _____

HOD signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Appendix 4 – Year 7-12 AARA application

Student Name: ..... Care class:.....

Subjects for which AARA are being requested	Assessment due dates	Teacher name

TYPE OF AARA (tick one)					
Long Term (DDA)		Intermittent		Temporary (sick, sport etc) (complete an illness and misadventure application)	

CATEGORY (tick one)					
Cognitive		Sensory		Physical	
Illness/Misadventure		Social/Emotional		Other	

SUPPORTING DOCUMENTATION TO BE ATTACHED (see over for descriptions & tick all relevant)			
Medical Report		Student Statement	
Evidence of a verified disability		Other evidence	
School/Teacher Statement			

ADJUSTMENTS REQUESTED (see over for descriptions & tick all relevant)					
Alternate format paper		Diabetes management		Rest breaks	
Assistance		Extension		Scribe	
Assistive technology		Extra Time		Varied seating	
Bite-sized food		Individual instructions		Variation to venue	
Comparable assessment		Medication		Vision aids	
Computer		Physical equip & environment		Other	
Drink		Reader			

Student signature:..... Date: .....

Parent/carer signature:..... Date: .....

Principal delegate signature:..... Date: .....

Office use only		**Staff member name**
Request received	Date:	
Application uploaded to One School	Date:	
Application uploaded to QCAA (Year 12 only)	Date:	
Parent/student informed of outcome	Date:	
Teacher/HOD informed of outcome	Date:	
Contact entered in OneSchool	Date:	
Entered into AARA table	Date:	
PLP updated	Date:	

Decision letter sent to Parent/student and uploaded to OneSchool	Date:	

SUMMARY OF POSSIBLE ADJUSTMENTS	
Alternate format paper	e.g. Braille, enlargement, electronic, large print, black & white.
Assistance	e.g. TA manipulate equipment, support or reassurance, prompt to continue.
Assistive technology	Amp system, speech to text, magnification.
Bite-sized food	Small amount in clear container that does not distract others
Comparable assessment	Alternative comparable assessment given on different date.
Computer	See info on Computers via QCAA portal
Drink	A drink other than water that is required for medical reason – clear unlabelled bottle.
Diabetes management	e.g food, drink, monitoring equipment, medication, varied seating & rests
Extension	Extension of due date for projects, performance & non- examination
Extra Time	Extra working time at the rate of 5 mins per half hour of exam
Individual instructions	Clean, unannotated copy of the written instructions.
Medication	Only prescribed medication may be taken into exams in a clear container
Physical equip & environment	e.g. special chair, cushion, heat or cold pack, towel, lighting, crutches
Reader	Reads the assessment or student's response aloud as often as requested
Rest breaks	At the rate of 5 mins per half hour at any time during the exam
Scribe	Writes student's verbal response or directions during the assessment
Varied seating	e.g. Front or back, near door or other room
Variation to venue	Usually made due to weather or other incident
Vision aids	e.g. colour overlay, different lighting.

YEAR 12 ONLY - SUPPORTING DOCUMENTATION DESCRIPTIONS (must be on QCAA templates available at https://www.qcaa.qld.edu.au/senior/assessment/aara/resources#2	
Medical Report	• Diagnosis of disability and / or medical condition • Date of diagnosis • Date of occurrence or onset of the disability and /or medical condition • Symptoms, treatment or course of action related to the disability, impairment and/ or medical condition • Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment • Professional recommendations regarding AARA • If a student has been verified as part of the Education Adjustment Program (EAP) or equivalent, the formal notification of EAP may substitute for a medical report. • Must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical or Psychologists Practitioners Registration Act 2001*), and who is not related to the student or employed by the school.
School statement	• The school collects information in relation to the symptoms and functional impact of disability, impairment and /or medical condition and impact on assessments in order to prepare the school statement.
Student statement	• The student may choose to submit a statement about how their disability, impairment and /or medical condition affects them in assessment.

For further information, see the Atherton SHS Assessment Policy and Procedures, the QCE and QCIA Handbook and the QCAA website.

Appendix 5 - Failure to submit drafts email sent to Parents – all year levels - cc to HOD

Date

Dear Parent(s)/Caregiver(s),

I am reaching out to you in this email to inform you that Student First Name has failed to submit a draft for the Year Level Subject assignment by the due date of Date.

The drafting process is an important part of your child's learning, which allows valuable feedback to be provided directly to your child so they present a final copy that best demonstrates their understanding of the learning. The draft also serves as a reference point to establish authenticity of ideas and concepts and may be used as evidence of completion if no final response is submitted. Therefore, there is an expectation that this draft is completed and submitted.

I am asking for your support and encouragement in this matter by addressing this with Student First Name and encouraging them to submit the work that they have done to date as soon as possible. While written feedback cannot be provided at this stage, I am still able to give verbal feedback to Student First Name that will support them to present their best work in their final submission. If Student First Name is experiencing difficulty in understanding the requirements of an assignment, please encourage them to see me or the Head of Department, HOD Name, to request additional help. I am more than happy to accommodate this.

I appreciate your support in this situation. If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Atherton State High School on 4030 5222.

Kindest regards,

Teacher Name

Appendix 6 – Failure to Submit Assignments Email (Years 7-10) – cc to HOD

Date

Dear Parent(s)/Caregiver(s),

I am reaching out to you in this email to inform you that Student First Name has failed to submit their final response for the Year Level Subject assessment by the due date of Date.

The assessment is an integral part of your child's course and therefore it is critical that this assignment be completed and submitted. If there are circumstances that have prevented Student First Name from submitting their assignment, please let me know so that we can discuss the possibility of extension. If Student First Name does not submit their assignment, I will be taking the following steps:

1. Identify available evidence of Student First Name 's progress from work completed in class activities, anecdotal records, verbal discussions, scripts, photographs of work, and drafts, and match these to relevant aspects of the achievement standard to make a judgement
2. If no such evidence is available, a rating of N (insufficient evidence to make a judgement) will be awarded.

Could I please ask for your support and encouragement in this matter by addressing this non-submission with Student First Name and encouraging them to request additional help int the future and ensure that they submit evidence of learning.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Atherton State High School on 4030 5222.

Kind regards

Teacher Name

Appendix 7 - Failure to Submit Assignments Email (Year 11) – to cc HOD

Date

Dear Parent/Guardian

I am reaching out to you in this email to inform you that Student First Name has failed to submit their final response for their Subject assignment by the due date of Date.

The assignment is an integral part of Student First Name's course, so if there are extenuating circumstances that have prevented them from submitting their assignment, please let me know as soon as possible so that we can discuss the possibility of extension due to illness or misadventure.

If Student First Name does not submit their assignment, the QCAA requires me to award a result using evidence from the preparation of the response gathered during the assessment preparation period that was available on or before the due date and is in the same mode as the required response. If no such evidence is available, a not rated (NR) will be awarded. This would mean that that Student First Name will not receive a result for the whole of Unit Number due to there being insufficient evidence produced by them in response to the complete assessment program.

I will notify the Head of Senior Schooling who will speak with Student First Name about their current subject choices and progress. Could I please ask for your support and encouragement in this matter by addressing this non-submission with Student First Name and encouraging them to request additional help in the future to ensure they submit evidence of learning, even if only partial.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Atherton State High School on 4030 5222.

Kind regards

Teacher Name

Appendix 8 - Failure to Submit Assignments Email (Year 12) – to cc HOD

Date

Dear Parent/Guardian

I am reaching out to you in this email to inform you that Student First Name has failed to submit their final response for their Subject assignment by the due date of Date.

The assignment is an integral part of Student First Name's course, so if there are extenuating circumstances that have prevented them from submitting their assignment, please let me know as soon as possible so that we can discuss the possibility of extension due to illness or misadventure.

If Student First Name does not submit their assignment, the QCAA requires me to award a result using evidence from the preparation of the response gathered during the assessment preparation period that was available on or before the due date and is in the same mode as the required response. If no such evidence is available, a not rated (NR) will be awarded. This would mean that Student First Name will not receive a result for any part of Unit 3 and 4, even if they have submitted and passed a piece of assessment already, due to there being insufficient evidence produced by them in response to the assessment program as a whole.

I will notify the Head of Senior Schooling who will speak with Student First Name about their current subject choices and progress. Could I please ask for your support and encouragement in this matter by addressing this non-submission with Student First Name and encouraging them to request additional help in the future to ensure they submit evidence of learning, even if only partial.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Atherton State High School on 4030 5222.

Kind regards

Teacher Name

Appendix 9 - Suspected AI email to parent and student DRAFT – cc HOD

Date

Dear Parent name and Student name,

This email is to let you know that concerns have been raised about the authentication of the response Student Name submitted for Year level Subject Name for the Assessment name task. As you can see in the reports below, this response has raised flags for AI generated content in a number of AI detection processes. We understand these can be incorrect, so to progress this we invite Student Name to meet with me to have a conversation to discuss authentication of work.

To help us understand what has taken place, please bring along any supporting documentation that helps demonstrate how you generated this response and how it links to what we saw produced in class. This may be a draft, planning notes, or editing, research or other documents from the conceptualising or development phases.

I look forward to resolving this with you as a priority and am available to meet with you at Time, Day and Date.
Kind regards

Teacher name

Appendix 10 - Suspected AI email to parent and student FINAL – cc HOD

Date

Dear Parent name and Student name,

This email is to let you know that concerns have been raised about the authentication of the response Student Name submitted for Year level Subject Name for the Assessment name task. As you can see in the reports below, this response has raised flags for AI generated content in a number of AI detection processes. We understand these can be incorrect, so to progress this we invite you to come and have a conversation with us.

To help us understand what has taken place, can you please bring along any supporting documentation that helps demonstrate how you generated this response and how it links to what we saw produced in class. This may be a draft, planning notes, or editing, research or other documents from the conceptualising or development phases.

I look forward to resolving this with you as a priority and am available to meet with you at Time, Day and Date.

Kind regards

Teacher name

Appendix 11 - AI email to parent and student FINAL – cc DP

Date

Dear Parent name and Student name,

This email is to let you know that we have been unable to authenticate the response of Student Name submitted for Year Level Subject Name for the Assessment name task.

If a response, or parts of a response cannot be authenticated as the student's own, it cannot be used to make a judgement.

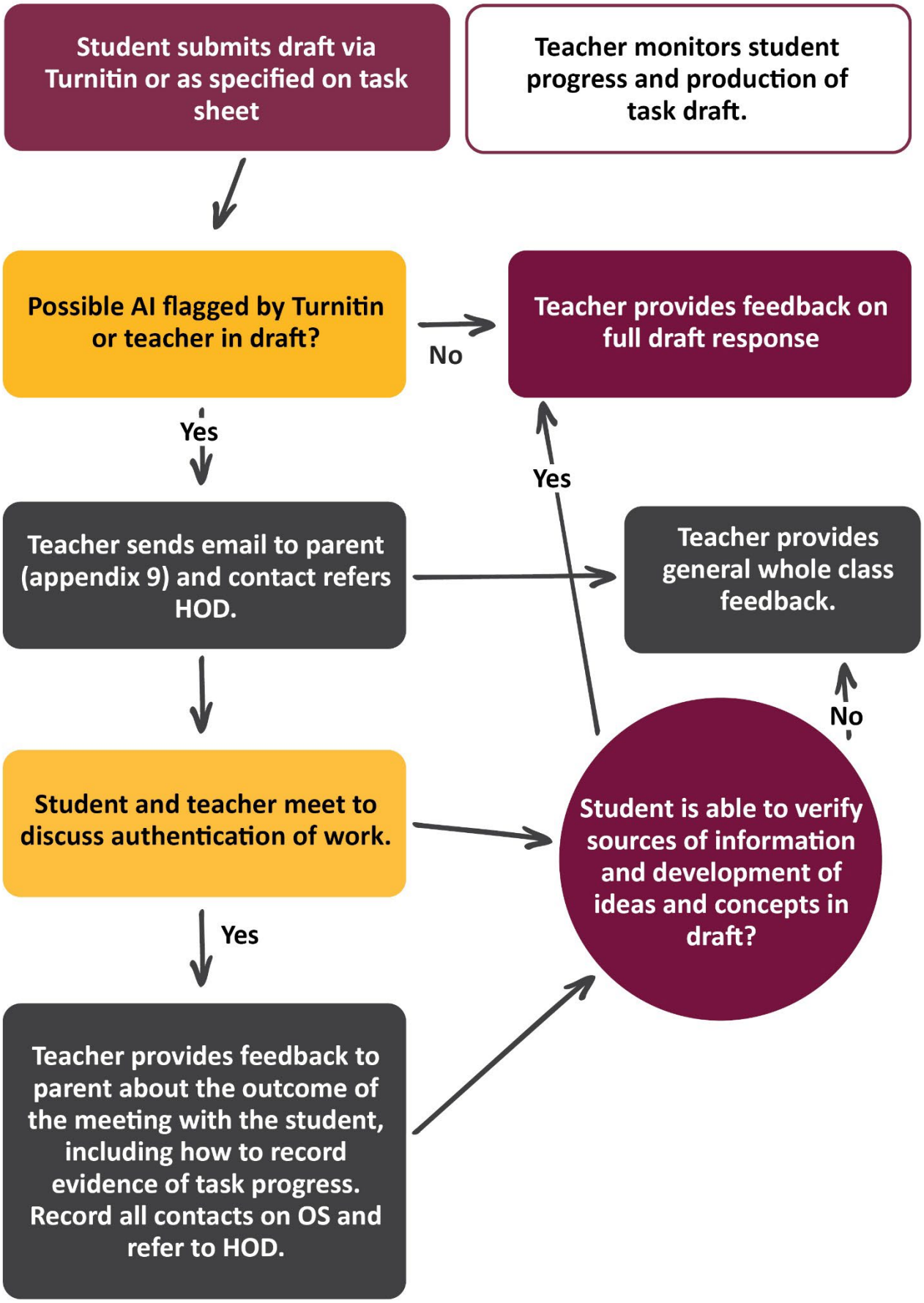
In this instance, judgements about the student's knowledge and skills will be made using the parts of the response that can be identified as the student's own work. If we cannot establish that the submitted work is the student's own work, then a Not Rated (NR) may be awarded.

Students can access the *Academic integrity course for senior secondary students* via the Student Portal on the myQCE website.

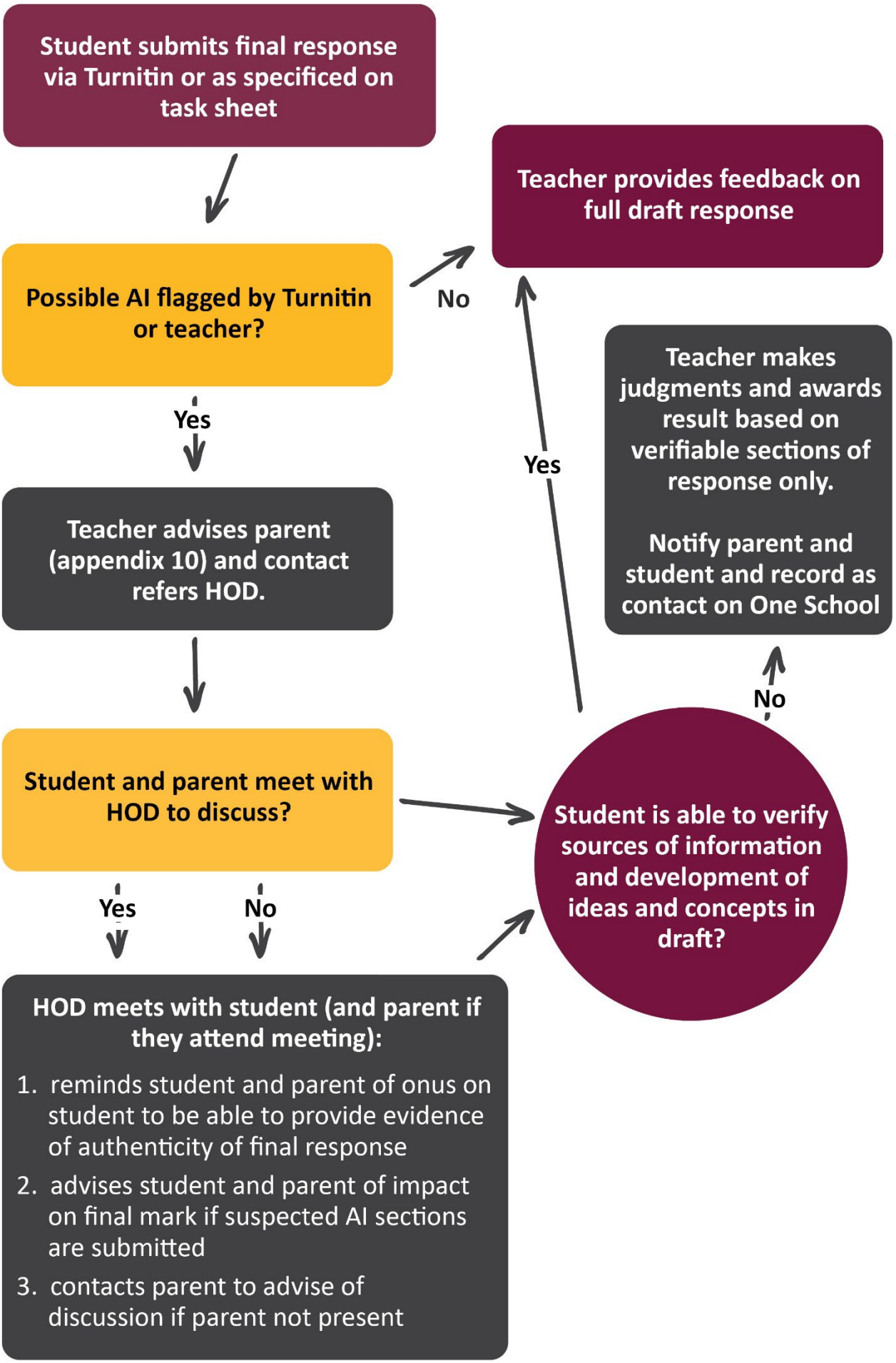
Kind regards

HOD name

Appendix 12 – Flowchart when AI detected in DRAFT response



Appendix 13 – Flowchart when AI detected in FINAL response



Appendix 14 – Student declaration of authenticity

To further support authenticity of student work, and appropriate acknowledgement of sources, students will complete and submit the following authentication statement for each piece of summative assessment submitted:

I am aware of and understand the policies regarding assessment, and I certify that:

- *this is my own ideas and work, except where indicated by referencing*
- *I have not received undue assistance or unauthorised help from others, inside or outside of school*
- *I have not used any AI generative software or internet websites/software to copy, rework, rephrase or edit any part of my final submission.*
- *I have not shared my assessment with any other students, nor allowed other students to copy any part of my assessment*

I acknowledge that it is my responsibility to be able to verify where the information and concepts in my response have come from and discuss the development of my ideas. I understand that any evidence in my response that is suspected of being AI generated or enhanced that I cannot substantiate as my own will be omitted from drafting and marking.

I understand that making a false declaration of authenticity constitutes an academic breach and will incur a major behaviour consequence under the school's behaviour response process, in addition to any impact on my result for the assessment task and term or semester report.

Declared by (Student name): _____

Date:_____ Teacher and subject: _____