



Murgon State High School: Year 7-12 Assessment Policy

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 semester results in junior schooling, and the Queensland Certificate of Education (QCE) in senior. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, VET and Short Courses across all faculties. This document has also been modified to incorporate the assessment requirements of the junior school. By amalgamating the two policies into a single document, the school envisions a smoother transition between junior and senior schooling assessment procedures. For the purpose of this document, the Junior School will refer to students in Years 7-10, while the Senior School will refer to students in Years 11 & 12.

Purpose

Murgon State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their individual talents and abilities. This policy is designed to build capacity as students work towards the attainment of a QCE.

Principles

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

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. In all Year levels students will have no more than 2 assessment pieces due on any one day. Assessment will 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.

Overview of Important Information

Please note that the following information is a snapshot of the Assessment Policy. While this snapshot can be referred to as a quick 'go to' guide, the school strongly recommends parent/guardians read through the entire document to ensure an understanding of the school's assessment expectations. If you have any further questions or queries after reading through the document, please do not hesitate to contact the school's front office on 4169 9222.

Academic Misconduct (e.g. Plagiarism)

- Murgon SHS has zero tolerance for academic misconduct
- please refer to pages 13-14 for types of academic misconduct and their respective consequences
- if a student is involved in academic misconduct they may:
 - be asked to complete a comparable assessment item
 - receive a mark only on the sections of work that can be proven as their own
 - receive an NR (non-rated) achievement standard for that assessment piece.
- *Turnitin* is a software Murgon SHS implements in senior school to detect misconduct involving plagiarism [refer to page 19]
- in junior school, these decisions are school based; however, in senior school the QCAA may be called upon to take action.

Checkpoints

- are implemented to monitor student progression
- will be issued when the assignment is handed to students
- a full draft is required on the final checkpoint submission (exams being an exemption)
- in senior, students must submit a full draft via *Turnitin* for integrity purposes
- parents/guardians will receive a notification via text if their student has failed to submit work for checkpoint to a satisfactory standard

Due Dates

- students must submit their completed assessment on or before 5.00pm on the due date
- late submits will not be marked
- if a student fails to submit an item, teachers will make a final on-balance judgement on the latest piece of evidence provided prior to the due date
- seniors must submit their assessment electronically via *Turnitin* (electronic software) for integrity purposes
- please refer to page 16 for *Illness and Misadventure* if an unforeseen circumstance arises where a student is forced to miss a due date submission
- parents/guardians will receive a notification via text if their student has failed to submit work for a due date
- parents/guardians will be contacted if a student's submission is not to a satisfactory standard

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.

Murgon 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.

Promoting Academic Integrity

Murgon State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

At Murgon State High School we:

- develop and regularly review the school assessment policies and procedures ensuring alignment with QCAA policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual 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, 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

Promoting Academic Integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at Murgon SHS Assessment Policy and in the school prospectus. All questions regarding this policy should be directed to Deputy Principal Junior, Middle or Senior School based on year level enquiry.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published (commencement each term) • when each task is handed to students
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Murgon State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE on completion of year 12 when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the close of business (5:00pm) of the due date for their results to contribute credit towards semester results (junior), or to the QCE (senior).</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>School responsibility Murgon State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. A standard can only be awarded where evidence has been demonstrated.</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 calendar by the end of Week 3 of each term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met (senior only) • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

	<p>In cases where students are unable to meet a due date, they will</p> <ul style="list-style-type: none"> • inform the classroom teacher and Head of Department as soon as possible. Junior students are required to apply for an extension request through their relevant head of department [refer to page 18]. • provide the school with relevant documentation if required i.e. medical certificate (junior), AARA (senior) [refer to page 17]. • adhere to revised due date or adjustment for submission of assessment, if applicable, as decided by the school. • Students are to submit completed assessment on or before the close of business (5:00pm) on the due date. • For oral presentations and other performances, all students are expected to be prepared to present at the beginning of the class lesson on the due date. <p>All final decisions are at the Principal's discretion. Refer to AARA information below (senior only).</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Murgon State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Identified junior and all senior assessment evidence, including draft responses, will be submitted by their due date using <i>Turnitin</i> [refer to page 19 for further information] Murgon State High School's Academic Integrity software.</p> <p>In the instance where a student does not submit assessment to the teacher in person or through <i>Turnitin</i> program the teacher will assess the evidence.</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 QCAA processes (senior only). All evidence used for making judgments is stored appropriately, as described in Murgon State High School's teacher handbook.</p> <p>Upon making final semester (junior) and unit (senior) judgements, teaching staff will consider the final grade alongside the subject's achievement standards prior to making a final decision. In senior, upon reflecting on whether a student has provided enough evidence to support a satisfactory/unsatisfactory grade, teachers will not be restricted to making the final judgement based solely on the points allocated to the student for that unit of work. An <i>on balance judgement</i> of the evidence across the unit's assessment will be matched to the Reporting Standard for the individual subject. This will be used to determine the standard awarded for each unit. Students are required to submit all assessment items in any given unit for an <i>on balanced judgement</i> to be applied.</p> <p>Queensland schools are legally required to report academic achievements to a) parents/guardians and students; and, b) the QCAA (senior only). At Murgon SHS we report to parents/guardians and students based on the total assessments undertaken in each unit on a 5 point, A-E scale. In the senior phase of learning a decision on Satisfactory/Unsatisfactory, reporting is based on; on-balance judgement matched to the QCAA Syllabus Standards.</p> <p>All exams must be sat on the day specified in the Assessment calendar. No student can complete exams prior to the due date nor can students sit exam at home.</p> <p>All assessment must be marked within 2 school weeks of the due week.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Murgon State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring Academic Integrity

At Murgon State High School we promote academic integrity by developing students' skills and modelling 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 – synthesising research or gathering information into a new idea or summary
- referencing – appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples – selecting appropriate quotes or examples to support an argument or communicate meaning
- editing – refining their own work
- checking – self-assessing compliance with academic integrity guidelines before submitting responses

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

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding is:</p> <ul style="list-style-type: none"> • an intentional instructional strategy • supports students to develop greater independence • may be provided to individuals or to class of students <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"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <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 refer to processes or presentation of the response.</p>

	<p>It may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument providing prompts and cues for students about the requirements of their response.
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship • require a full draft submission on the final checkpoint. Seniors must submit this via <i>Turnitin</i>. <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>The subject area Head of Department and parents/carers will be contacted by the classroom teacher if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<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"> 1. can be used to provide feedback 2. assists in authentication student work 3. is expected on one of the assessment items checkpoints. <p>At Murgon 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>Where practical all drafts are to be submitted through Turnitin.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response. • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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. <p>Feedback should encourage a student to:</p> <ul style="list-style-type: none"> • consider other aspects of the text, report, performance or activity they are creating or responding to • develop their response to show more awareness of the audience • give priority to the most important points by rearranging the sequence and structure of ideas • conduct further investigation to support an argument or communicate meaning • adhere more closely to the referencing style selected by the school and what is the minimum amount of referenced research required for the subject • consider style and structure of writing/presentation of diagrams and graphs.

	<p>Feedback may be:</p> <ul style="list-style-type: none"> • written • verbal • provided through questioning • provided as a summary of advice to the whole class <p>Parents and caregivers will be notified by text about non-submission of drafts and the processes to be followed.</p> <p>Insignificant evidence for check date and failure to submit assessment on the due date will be communicated to parents/carers, the school process is as follows:</p> <ol style="list-style-type: none"> 1. Teachers set: <ol style="list-style-type: none"> a) a draft due date (preferably on the final check 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/supply sufficient evidence for check date, the teacher: <ol style="list-style-type: none"> a) completed [Yes/No] class list, refer to HOD & Librarian b) Librarian texts parents with message (should be done a day after the check date at the latest): <p><i>MSHS</i> (<i>Student name</i>) did not supply sufficient evidence for checkpoint in (<i>subject name</i>) on the (<i>date</i>). Failure to complete this by due date will impact their QCE eligibility.</p> 3. If a student fails to submit the final assessment task by the due date the teacher: <ol style="list-style-type: none"> a) same as draft/check date non-submit above b) Librarian texts parents with message (should be done a day after the due date at the latest): <p><i>MSHS</i> (<i>Student name</i>) did not submit assessment for (<i>subject name</i>) on the (<i>date</i>). They will not be eligible for credit towards their QCE in this subject.</p>
<p>Managing response length Section 7.2.3</p>	<p>All assessment instruments indicate the required length of a response as a word length, duration of time or a word count.</p> <p>This information is provided to:</p> <ul style="list-style-type: none"> • indicate the depth of the response required • encourage conciseness of the response • ensure equity of conditions for all students • meet the requirements for endorsement, where applicable (senior only). <p>Murgon State High School encourages students to respond to assessment instruments within the required length by teachers:</p> <ul style="list-style-type: none"> • developing valid assessment instruments (appropriate for endorsement, where applicable in senior) of suitable scope and scale allowing students to produce a complete response within the required length indicated by the syllabus • implementing teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject • providing students with exemplars that are within the required length • modelling how to edit a response: <ul style="list-style-type: none"> - to meet length requirements - for relevance to the task and objectives being assessed - to respond to draft feedback • providing students with feedback if the draft response is longer or shorter than the required length • if a student submits a draft response that exceeds the required length, implementing a strategy, such as not reading/viewing the response after the required length, e.g. <ul style="list-style-type: none"> - marking the students response using information up to the required length - annotating on the students response where they have stopped reading/viewing - noting that the students response has exceeded the required length <p>Students are expected to:</p> <ul style="list-style-type: none"> • respond to draft feedback to manage the length of their response • develop a response of the required length (neither significantly over or under the required length)

- document the length of their response using a word count, page count or time.

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.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

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

- mark only the work up to the required length, excluding evidence over the prescribed limit or;
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

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
Inclusions	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • 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.

Authenticating student responses
Section 7.3.1

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Murgon 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, the school will investigate the evidence to determine authentication and follow the procedures for managing alleged academic misconduct as outlined below.

Ensuring Academic Integrity in Assessment

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

- setting assessment tasks that require each student to produce a response
- 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
- 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

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, 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 Murgon State High School such as to:
 - sign the Murgon State High School *Declaration of Authenticity* attached to each assessment piece (refer to page 15)
 - submit a draft
 - submit the final response using 'Turnitin' software, where required
 - 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 tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response

Inability to establish authorship

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 criteria/instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

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:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- 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.

In these instances, judgements about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

<p>Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA (senior only) Murgon 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 www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The school principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Refer to page 17 for the QCAA Confidential Medical Form template.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure (junior and senior) Students and parents/carers must contact the subject areas Head of Department and relevant Deputy Principal as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website or front desk (refer to page 16/17).</p>
<p>Managing non-submission of assessment by the due date Section 8.5</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"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • 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. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 8.5.3 (senior only)</p>	<p>Murgon 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"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5 (senior only)</p>	<p>Murgon State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

External Assessment Administration (senior only)

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.1.2 Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) Murgon 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"> communicate rules and expectations for external assessment to our school community, including teachers, students and parents/carers maintain the security of external assessment materials provide supervision and conditions that comply with the external assessment schedule and guidelines <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> ensure that all external assessment guidelines and rules are shared with and understood by teachers and students supervise external assessment, ensuring no undue assistance is provided that contributes to a student’s assessment response <p>Teachers:</p> <ul style="list-style-type: none"> comply with rules and expectations when supervising the external assessment inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct report incidents of suspected or observed academic misconduct to the SEA coordinator. <p>Students:</p> <ul style="list-style-type: none"> read and comply with the external assessment student rules and information provided by the school understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct 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 <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"> permit the student to complete the assessment inform the student that an academic misconduct incident report must be completed and submitted to QCAA report an alleged incident of academic misconduct to the QCAA - 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 a seating plan of each assessment room at all assessment venues <p>- return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner.</p> <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"> rescheduling an external assessment without authorisation from the QCAA not keeping the external assessment materials secure prior to the scheduled assessment time accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA opening external assessment packages before the time appointed by the QCAA providing a student with undue assistance in the production of any work that contributes to their external assessment response leaving students unsupervised or inadequately supervised during external assessment allowing additional time for external assessment without authorisation from QCAA <p>administering unapproved access arrangements and reasonable adjustments (AARA)</p>

Managing Academic Misconduct

Murgon 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/Plagiarism

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 8.5.1](#) and [Section 8.5.2](#)). Where appropriate, the school's behaviour management policy will be implemented.

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</p> <p>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.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p>	

	Types of misconduct	Procedures for managing academic misconduct
	<ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student. 	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan for Students
- Senior Schooling Policy (including VET)
- Mobile Devices Policy
- Internal Moderation Policy (including school procedures for endorsement and confirmation)
- Framework for Finding Success (Homework Policy)
- Referencing Guidelines
- Teacher/staff handbook (staff only).

Appendix

1.0 Declaration of Authenticity

Declaration of Authenticity

I certify that this research and notes are all my own work and I have acknowledged all material and sources used in the preparation of this material. Any help received by other people has been acknowledged. I also acknowledge that I have read the school Assessment Policy and understand the implications of the policy.

To authenticate this, I will:

- provide documentation of my progress at indicated checkpoints
- ensure that all planning and drafts are attached to the final copy of the response
- acknowledge all sources utilised in the writing process
- use *Turnitin* to submit my final draft and final submission for authentication feedback (senior only)

I understand that:

1. Plagiarism is a serious matter and that I may be penalised if this declaration is false.
2. Application for extension must be sought before the due date except in exceptional circumstances.

Signature: _____ Date: _____

2.0 Murgon SHS Illness and Misadventure Policy (Junior & Senior)



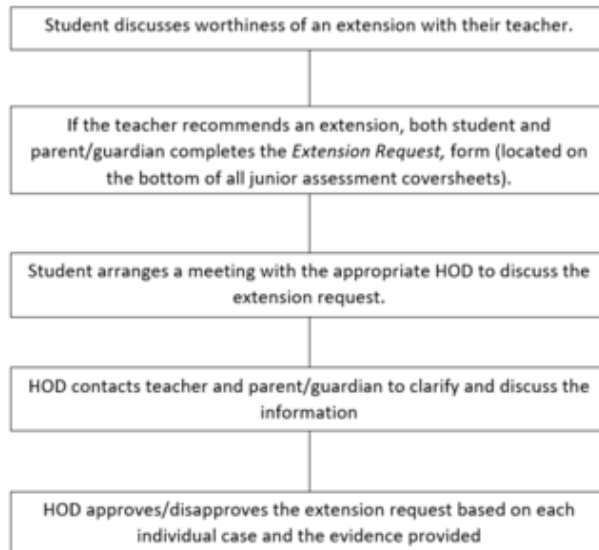
Murgon State High School Illness & Misadventure Process for Internal Assessments



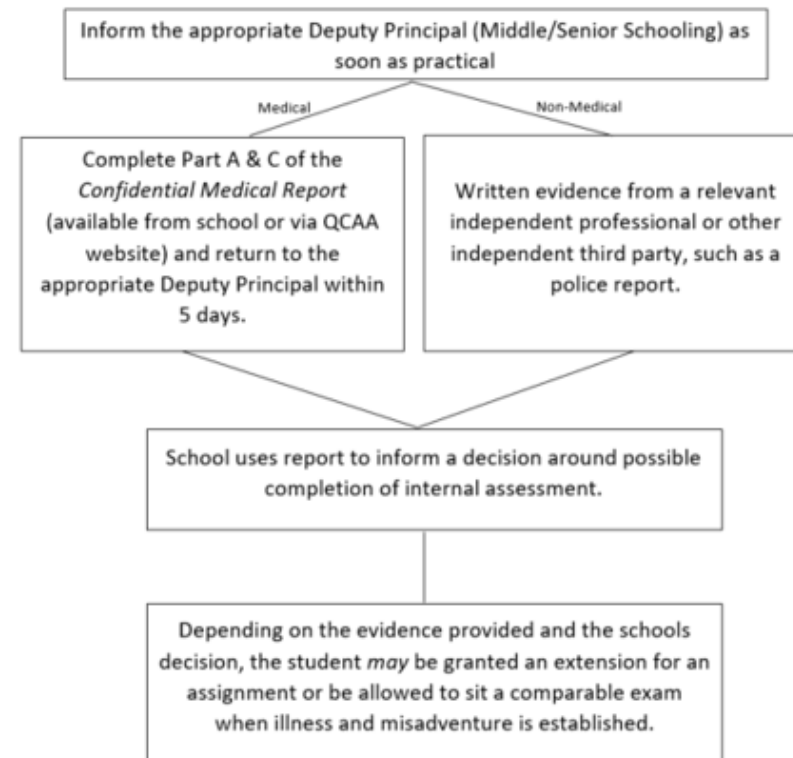
If a student is ill or is involved in an unforeseen event beyond the students control and is therefore unable to attend school for internal assessment the following process applies:

Junior (7-9) Process

Please Note: reasons for extension requests in junior school may include personal illness, compassionate emerginant situations, bereavment or unforeseen misadventure. The final approval will be made by the appropriate HOD. Cicumstances such as planned holiday will not receive approval of an extension request, instead will need to be completed prior to the due date.



Senior (10-12) Process



3.0 QCAA Confidential Medical Report Template

The below picture is a series of screenshots detailing a QCAA Confidential Medical Report. In senior school, this document is required when completing applications for circumstances involving AARA's and Illness and Misadventure. Please note, this is the recommended QCAA template, however other medical documentation provided by a health professional will also be accepted. Please note that the administration office has access to hard copies of the below *Confidential Medical Report*.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's Health Practitioners Regulation National Law Act 2002). 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 only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUR:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Are you applying for:

- Access arrangements and reasonable adjustments (for existing and chronic conditions). Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.
- Illness and misadventure (for unforeseen circumstances). Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

This information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These provisions for these arrangements and adjustments are set out in the QCAA and QCAA policy and procedure handbook 2019 v 2.0. Personal information will be accessed by authorized 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.

Queensland Curriculum & Assessment Authority
For all Queensland schools

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 1 of 7
Queensland Curriculum & Assessment Authority
April 2019

Part A

This section is **only** to be completed by the health professional.

Diagnosis: / /

Date of diagnosis: / /

Date of occurrence/onset: / /

Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.

Is the student currently receiving treatment? Please indicate.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 2 of 7
Queensland Curriculum & Assessment Authority
April 2019

Comment on the probable effect of this disability, impairment and/or medical condition on the student's capacity to complete timed assessment.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 3 of 7
Queensland Curriculum & Assessment Authority
April 2019

Part B — AARA

This section is **only** to be completed by the health professional.

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

Professional recommendations for assessment adjustments.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 4 of 7
Queensland Curriculum & Assessment Authority
April 2019

Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:

mild moderate severe

I consider that the student is/was:

disadvantaged due to a temporary medical condition

unfit to participate in assessment due to a temporary medical condition from / / to / /

unfit to participate in assessment due to a deterioration in a chronic condition from / / to / /

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 exam session.

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 5 of 7
Queensland Curriculum & Assessment Authority
April 2019

Health professional details

Name:	
Profession:	
Phone:	
Specialty/qualification: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	
Signature:	Date: / /

Confidential medical report
Access arrangements and reasonable adjustments (AARA)
Page 6 of 7
Queensland Curriculum & Assessment Authority
April 2019

4.0 Junior Extension Request Performa

EXTENSION REQUEST

If illness (attach medical certificate) family circumstances or other difficulties will prevent you from presenting/handing in this task on the due date, you must request an extension on the form below. Requests for extension should be made to your class teacher before the due date and signed by all parties on this form before your extension is granted.
Photocopy this coversheet with signatures and submit to the assignment box on or before the due date. Please outline the reason for the request for extension:

.....
.....
.....
.....

Student Signature: *Parent Signature*

Teacher Recommendation: YES / NO - sign: *HOD Recommendation: YES / NO sign:*

DP Studies Recommendation : YES / NO - sign: *Recommended Due Date*

5.0 Turnitin Information Package



TURNITIN

Academic Integrity Software



Overview

From 2020 onwards, it is strongly recommended that all senior students at Murgon State High School use the online application “Turnitin” for the submission of their assessment pieces. This will create a more unified approach utilising technologies that have become commonplace in TAFE and Universities across Australia, to better prepare our students.

What is Turnitin?

Turnitin is an online application that helps staff and students manage issues related to academic integrity.

Turnitin is used to analyse assessment submissions by providing a text matching system against internet pages, published works, and submitted papers. This includes papers submitted by all students at Murgon State High School and surrounding schools indefinitely. Once an assessment item has been submitted, it produces a report highlighting the amount of text matches it has found and where that information has come from. Turnitin is not able to differentiate between correct quoting acknowledgments and incorrect copying. Therefore the report produced for staff will almost always contain some amount of text matching which staff will review to ensure plagiarism has not taken place.

Turnitin Student Information

From a student's point of view, accessing and using Turnitin is a simple task. Students can access the website at school or home anytime. Once their account has been created, the teacher will then provide students with a unique Class ID and password to enrol. They are then presented with a page to submit their assignment and once they have submitted the file they are emailed a confirmation receipt.

Important Turnitin Information

Below contains a list of important items relating to the use of Turnitin:

- Parents must give consent for students to use this website. If the form is not returned or you do not wish your student to use this application, they will have to print and submit the file physically to the library assessment box
- Only the following files types are accepted for submissions
 - Microsoft Word® (DOC and DOCX), HTML, Plain text (TXT), Rich Text Format (RTF), Portable Document Format (PDF), Powerpoint (PPT)
- Students must submit their assessment item no later then 5.00pm on the due date. Late submissions will not be accepted.
- If there is an issue preventing a student from uploading their own assignment, at the teacher's discretion, the teacher can upload the assignment on their behalf. This must be pre-arranged with the teacher prior to the final deadline.
- It is the student's responsibility to join the classes they are taking each term or semester, once teachers have given them the required information
- Students should ensure that once they have submitted a file, that they have received a submission receipt to their school email address in case of any issues.

For more information about Turnitin please see their website: <https://www.turnitin.com/>