

# School assessment policy

Aviation High School

---

## Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Purpose

Assessment is viewed as a balanced process which informs student outcomes, achievements and progress. The aim of this policy is to ensure fairness and equity is maintained in all assessment tasks and between all students. This reinforces the school's focus on academic excellence by supporting students to achieve to the best of their potential. It is designed to build capacity as students work towards summative assessment completion for the QCE.

## Principles

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

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

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

High-quality assessment is characterised by three attributes:

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

## Responsibilities

The School has assessment responsibility to ensure that:

- publish all draft and final assessment due dates on the School Assessment Calendar for each Unit of work.
- provide students with access to the one Portal(oslp.eq.edu.au) containing the Assessment Calendar and Assessment Policy.
- provide access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- provide students with assessment instruments in an appropriate time frame, including Instrument Specific Marking Guides (ISMGs) or standards descriptors.
- provide support and adjustments where appropriate.
- provide appropriate opportunities for students to receive feedback prior to completion of assessment

## Teachers

Teachers have assessment responsibility for ensuring that:

- Assessment is **appropriate** and reflects work covered
- Assessment tasks are **proportional** to time allocated for units of study
- Student needs are catered for – ie students with special needs have assessment items **adjusted** accordingly in consultation with support staff and HOD
- Students have access to **adequate** resources to complete required assessment
- Students are fully aware of **criteria for assessment** and are given adequate time to complete assessment
- The **necessary skills** required to complete the type of assessment given have been covered
- A model annotated text **exemplar** for each written task is developed and provided to students
- Students are given regular **feedback** opportunities
- Students at risk of not completing assessment require **parental contact** via email.
- There is **follow up** for students who have not completed assessment.

## Students

Students have assessment responsibilities for:

- Completing and submitting assessment tasks on time and to the best of their ability
- Submitting drafts of work as required and using time management strategies
- Ensuring any digital versions of their assessment is stored on the school network
- Communicating to the subject HOD if difficulties arise that require additional time before the due dates
- Following the school's attendance policy
- Submitting their own work and complying with the Academic Ethics policy.

## Assessment

Senior students may participate in a wide variety of school-based courses in the Senior School including General subjects, Applied subjects, Vocational Education and Training courses, Short courses, other Queensland Curriculum and Assessment Authority (QCAA) recognised studies. Years 11-12 students may participate in internal and/or external assessment.

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended responses</li> <li>• Investigations</li> <li>• Performances</li> <li>• Practical demonstrations</li> <li>• Products</li> <li>• Projects</li> <li>• Collection of work (Applied subjects only)</li> </ul> <p>Schools utilise a variety of assessment techniques to develop assessment instruments for gathering evidence of learning. Schools design internal assessment instruments and administer for General and Applied subjects and Short Courses. In Units 1 and 2, assessment is formative and contributes to credit toward a student's QCE. For Units 3 and 4, the first three (general subject) / four (applied subject) assessment items are summative and contribute to the calculation of a student Australian Tertiary Admission Rank and contribute credit toward a student's Queensland Certificate of Education.</p> <p>Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work): These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress.</p> <p>If final assessment is submitted late (without prior AARA or illness/misadventure being granted) the assessment will be assessed and graded for feedback purposes only.</p>	<p>External Assessment is developed by the QCAA for all General subjects and the International Baccalaureate Organisation for IB subjects. All external assessment for General subjects and IB subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment.</p> <p>External Assessment is:</p> <ul style="list-style-type: none"> <li>• an examination held at the end of the course of study.</li> <li>• common to all schools.</li> <li>• administered by schools under the same conditions at the same time and on the same day.</li> <li>• marked by the QCAA according to a commonly applied marking scheme.</li> </ul> <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus. External assessment contributes 25% of the overall subject result in most Senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>

# Promoting academic integrity

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

<a href="#">QCE and QCIA policy and procedures handbook</a>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The Aviation High School Assessment Policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal.</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"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.5.1</a>	<p>Aviation High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. For Year 10, students will complete the course in term 1 or 2 as part of their SETP processes. Some students may need to revisit the QCAA academic integrity course.</p> <p>In the Junior school, students will learn about academic integrity throughout Years 7-9 curriculum through their Well-Being program.</p>
<b>Due dates</b> <a href="#">Section 8.5.2</a> <a href="#">Section 8.5.3</a>	<p><b>School responsibility</b></p> <p>Aviation High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</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.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> </ul>

	<ul style="list-style-type: none"> <li>• be clearly communicated by the end of Week 3 each semester</li> <li>• give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the Head of Department and classroom teacher as soon as possible</li> <li>• <b>complete a Temporary AARA - Extension to Assessment Request Form</b></li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All written assessment items must be submitted for subjects on/before the due date of assessment. For non-written assessment (e.g. oral, performance) items, students may be required to provide documentation (e.g. script, palm cards) on the first day the non-written assessment is scheduled. In the case of group non-written assessment where a student absence occurs, the group may be required to complete the task with appropriate support (e.g. substitute participant). Those students who are absent for group non-written assessment may be required to complete the task upon their return to school.</p> <p>Draft copies of assignments are due by 8pm on the set draft due date. Assignments are due by 8pm on the set due date. Due dates are not to be a Friday.</p> <p>All final decisions are at the principal's discretion. Refer to AARA information below</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about Aviation High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the School's academic integrity software (eg turnitin).</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. All evidence used for making judgments is stored as described in QCCA handbook.</p> <p>Draft copies of assignments are due by 8pm on the set draft due date. Assignments are due by 8pm on the set due date. Due dates are not to be a Friday.</p>
<p><b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a></p>	<p>Aviation 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

Aviation 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
<b>Scaffolding</b> <a href="#">Section 7.2.1</a>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> <a href="#">Section 8.5.3</a>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets (more than one checkpoint can be scheduled)</li> <li>• be used to monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Failure to submit assessment at a checkpoint is deemed unsatisfactory participation. If checkpoints are not met parents will be contacted and notified by subject teachers. Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher until assessment meets a satisfactory standard.</p>
<b>Flowchart for Checkpoints</b>	<div data-bbox="363 1312 1305 1384" style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Checkpoint Submission</div> <pre> graph TD     A{Sufficient Checkpoint Progress} -- Yes --&gt; B([No follow up])     A -- No --&gt; C[1 Lunch Det]     C --&gt; D{Sufficient Progress}     D -- Yes --&gt; E([No follow up])     D -- No --&gt; F([Teacher email (S, P, HOD) OS refer HOD HOD issues 1 ASD])     F --&gt; G[ASD attendance]     </pre> <div data-bbox="406 1933 1204 2011" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Legend:</b>          ASD = Afterschool Detentions; DP = Deputy Principal; FB = Feedback; HOD = Head of Department;          MC = Medical Certificate; OS = One School; P = Parent; S = Student; T = Teacher</p> </div>

**Drafting**  
 Section 7.2.2  
 Section 8.3

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.

Student submission of a draft assignment is **due by 8pm on the set draft due date. Due dates should not be a Friday.** The definition of a sufficient draft is one which can be awarded a result or **approximately 75% complete.**

Feedback on a draft is:

- 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.

Feedback on a draft must not:

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

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

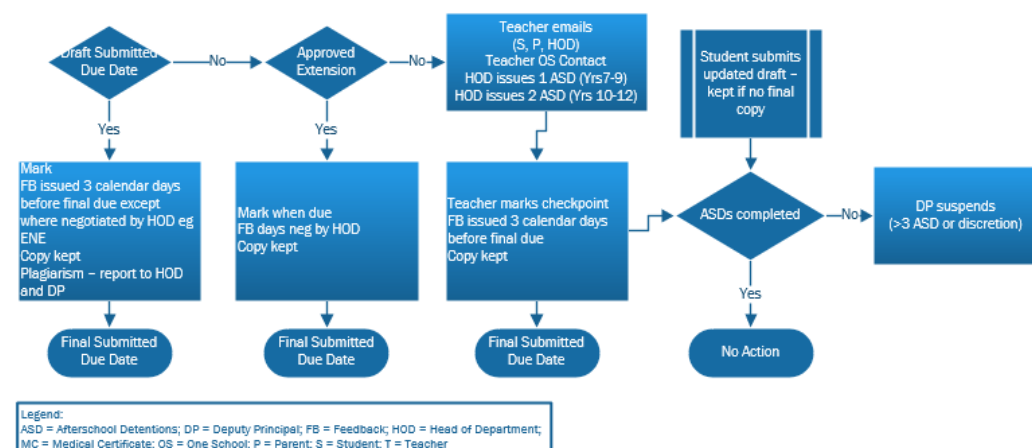
Parents and caregivers will be notified by the teacher via email and/or phone about non-submission of a draft by the due date or when a draft submitted does not demonstrate Satisfactory Progress. (eg approximately 75% complete.)

Students in Years 7-9 will receive one after school detention and students in Years 10-12 will receive two after school detentions for non-submission of a draft.

Students who do not submit a draft by due date will be required to work on the assessment item during the two after school detentions. This work will be kept by the teacher. Feedback will only be given on the checkpoint data collected earlier in the assessment piece.

**Draft Due Dates**

**Draft Due Date Submission**



<p><b>Final Due Dates</b></p>	<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; font-weight: bold;">Final Due Date Submission</div>
<p><b>Managing response length</b> Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as syllabus documents, e.g. word length range, time frame for performance etc. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> <li>• Feedback about length is provided by teachers at draft.</li> </ul> <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit.</li> </ul> <p>In this instance, teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p><b>Authenticating student responses</b> Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Aviation High School uses the authentication strategies promoted by the QCAA. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed. Procedures relating to the management of academic misconduct are outlined in the section Managing Academic Misconduct. Staff must annotate the plagiarism on the student script.</p>



<p><b>Extension for Delayed Assessment – Temporary AARA</b></p>	<div style="text-align: center; background-color: #0056b3; color: white; padding: 5px; font-weight: bold; font-size: 1.2em;">Extension for Delayed Assessment</div> <pre> graph TD     A[Student completes Extension Request Sends to HOD HOD – to approve – may involve DP and GO] --&gt; B{Approval}     B -- No --&gt; C([HOD OS Contact HOD emails (S, P, T, HOD) Original Due Date])     B -- Yes --&gt; D([HOD Approves HOD OS Contact HOD emails (S, P, T, HOD) Negotiated Due Date])   </pre> <p><b>Legend:</b>  ASD = Afterschool Detentions; DP = Deputy Principal; FB = Feedback; HOD = Head of Department; HOD C = Curriculum HOD  MC = Medical Certificate; OS = One School; P = Parent; S = Student; T = Teacher</p>
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</b></p>	<p><b>Applications for AARA</b></p> <p>Aviation High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</a>.</p> <p>The School principal or delegate manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student’s file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student’s or parent’s/carer’s own choosing</li> <li>• matters that the school could have avoided.</li> </ul>

## Time Frames and Eligibility for AARA

Time Frame	Eligibility	Approver
Temporary (near assessment time)	<ul style="list-style-type: none"> <li>illness (e.g. measles, flu-like symptoms) and misadventure (e.g. flooding, death of a close family member)</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject HOD</b></li> <li>Guidance Officer</li> <li>Deputy Principal</li> </ul>
Intermittent (impacts for 3 weeks or longer)	<ul style="list-style-type: none"> <li>short-term conditions, which may improve or deteriorate over time depending on a range of factors, and temporary injuries (e.g. broken limb)</li> </ul>	<ul style="list-style-type: none"> <li><b>Guidance Officer</b></li> <li>Deputy Principal</li> <li>Principal</li> </ul>
Permanent (diagnosed/NCCD/imputed)	<ul style="list-style-type: none"> <li>long-term and chronic conditions (e.g. intellectual disability, hearing or vision impairment, physical impairment, specific learning disorders, attention deficit disorder, autism spectrum disorder, diabetes)</li> <li>mental health conditions such as anxiety and depression</li> </ul>	<ul style="list-style-type: none"> <li><b>Guidance Officer</b></li> <li>Deputy Principal</li> <li>Principal</li> </ul>

### Granting an AARA, the approver must:

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

### Forms

Years 7-12 – Temporary AARA – Extension for Delayed Assessment – APPENDIX A

Years 7-12 – Intermittent AARA – Extension for Delayed Assessment – APPENDIX B

Years 7-10 – Permanent AARA – APPENDIX C

Years 11-12 – Permanent AARA – APPENDIX D

### Equitable & Socially Just Assessment in the Junior School Context

All young people in Queensland are entitled to access curriculum and assessment that responds to a diverse range of educational needs. Schools respond with equitable and socially just assessment arrangements by:

- designing assessment activities that are socially and culturally responsive and inclusive
- ensuring access and participation for all learners, on the same basis as their peers
- making adjustments, where required, to enhance engagement and equitable outcomes for all students.

### Reasonable Adjustments in Assessment

Reasonable adjustments entail any "...measure or action taken to assist a student with disability to participate in education on the same basis as other students..." (Disability Standards in Education, 2005).

Adjustments to assessment tasks, contexts, processes, and procedures for Years 7-10 at Aviation High School are set in place as a response to diverse needs of learners as identified by the:

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005 (Commonwealth)

- Anti-Discrimination Act 1991 (QLD)
- Education General (General Provisions) Act 2006 (QLD)
- Human Rights Act 2019 (QLD).

Reasonable adjustments to assessment are set in place in response to the needs of:

- Students with Disabilities (Verified and Non Verified)
- Students with identified medical conditions
- Students with identified mental health difficulty
- Students who are unable to participate in assessment on the basis as their peers due to accident or misadventure
- Students who are unable to participate in assessment on the same basis as their peers due to established \*EALD and \*\*LBOTE criteria.

\*English as an Additional Language or Dialect

\*\*Language Background Other than English.

Adjustments to assessment with the Junior School context at Aviation High School are determined at the school level and comply with the above mentioned legislative and policy instruments. Adjustments to assessment are formulated following close consultation with all stakeholders, including the student, parents/carers and school staff.

When planning adjustments to assessment for students with diverse learning needs, it is important to consider that:

- not all students with a disability require adjustments, however some may need adjustments in one or all areas of assessment
- many students with disability are able to achieve educational standards commensurate with their peers
- not all students requiring adjustments to the curriculum, instruction or environment will have a disability
- students with disability who require adjustments to one aspect of their learning may not require adjustments to other aspects
- students with the same disability may not require the same adjustments
- not every student with a disability will require ongoing adjustments
- students with disability who require adjustments may also require other adjustments, e.g. for gifted and talented students or students for whom English is an additional language or dialect (EAL/D).

## References

Australian Government (2005). Disability Standards for Education 2005. Commonwealth of Australia.

Queensland Curriculum & Assessment Authority (2018). Understanding K–12 assessment K–12 policies and resources. March 2018.

Queensland Government Department of Education. (2018). Every student with disability succeeding. Reasonable adjustments. Retrieved from

Queensland Government Department of Education Queensland (2020) Inclusive Education Policy.

Queensland Studies Authority (2018) Attributes of Quality Assessment. QCAA.

Queensland Studies Authority (2018) Principles of Quality Assessment. QCAA

## Managing non-submission

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

<p><b>of assessment by the due date</b> Section 8.5</p>	<p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> <li>• in Years 11-12, where evidence of student achievement is insufficient for the given unit, 'Not-Rated' (NR) must be entered in the Student Management system (SMS) by the date published in the Senior Education Profile (SEP) calendar, for the QCAA.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Deputy Principal for further support/intervention.</p> <p>Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.</p> <p>It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.</p>
<p><b>Internal quality assurance processes</b> Section 8.5.3</p>	<p>Aviation High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> <li>• external quality assurance of Units 3 and 4 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually.</li> </ul> <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><b>Review</b> Section 9.1 Section 9.2 Section 9.5</p>	<p>Aviation High School internal review/moderation 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>

## Managing academic misconduct

Aviation 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:

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<p>For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. Heads of Department will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 8.5.3) and school operations. Opportunities may include;</p> <ul style="list-style-type: none"> <li>• verbal confirmation of responses</li> <li>• resit modified assessment</li> <li>• resubmit modified assessment</li> <li>• mark verifiable assessment</li> <li>• mark checkpoint/draft assessment.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>	<p><b>For all instances of academic misconduct</b></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>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam/assignment.</li> </ul>	<p>QCAA Students will be awarded a Not Rated (N/NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).</p> <p>Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning, (3) removed from the examination. Removal from an examination will result in the Head of Department contacting a parent and the student will be awarded a Not-Rated (N/NR).</p>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<p>Where required, the school's rules and Student Code of Conduct policy will be implemented.</p>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	

	Types of misconduct	Procedure
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	<p>For instances of late arrival to examinations students who arrive late (less than 40 minutes) to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.</p>
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

## Related school policy and procedures

- Student Code of Conduct for Students  
[https://aviationhigh.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Our-school/Policies-and-procedures/Aviation-high-responsible-behaviour-plan-for-students-2019-to-2022\\_.pdf](https://aviationhigh.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Our-school/Policies-and-procedures/Aviation-high-responsible-behaviour-plan-for-students-2019-to-2022_.pdf)
- QCE and QCIA Policy and Procedures Handbook -  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>
- Disability Discrimination Act (1992) –  
<https://www.legislation.gov.au/Details/C2016C00763>