Learning, Assessment & Reporting Policy

2024

For implementation from Semester 1 2022

Updated: Term 1 2024

Strive to achieve | Show respect | Display effort | Pursue excellence

Rosewood State High School
Learning, Assessment & Reporting Policy 2024

Contents

Rationale

Rosewood State High School is a diverse, culturally rich and aspirational community where everyone has the opportunity to experience success, a sense of belonging and self-worth. Our values are **Achievement, Respect**, and **Effort.**

At Rosewood State High School, our priorities are **Learning; Care/Tolerance/Inclusiveness; Integrity/Trustworthiness**. The School aims to develop, enact and monitor a clear, shared vision for the "Pursuit of Excellence".

The Learning Policy outlines the expectations and responsibilities of the School staff, students and parents/carers during the Teaching, Learning and Assessing Cycle.

Assessment procedures referred to in the Rosewood State High School Learning and Assessment Policy are designed to meet the accountabilities set by:

- The **Australian Curriculum Assessment and Reporting Authority** (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10.
- The **Queensland Curriculum and Assessment Authority** (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

Purpose of Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individuals or cohorts (QCAA, 2018).

Assessment has multiple uses, including:

- provision of feedback to teachers, such as
  - diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
  - identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
- provision of feedback to students and parents/carers that gives
  - clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
  - evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Assessment Techniques

A variety of assessment techniques are used to allow students to progressively demonstrate the depth and breadth of their learning. Evidence of student achievement is gathered from a range of assessment techniques including projects, investigations, extended responses, performances, products and examinations. The specific requirements of the assessment technique will be clearly noted on the assessment task sheet in Years 7-12.

Assessment Responsibilities

The School, students and parents/carers all have responsibilities throughout the Teaching, Learning and Assessing cycle.

School Responsibilities

- classroom teachers outline assessment to all students in their class at the beginning of each term detailing due dates for drafts and final assessment submissions and dates of examinations.
- Provide students with an assessment task sheet that clearly outlines the assessment technique, task specific details, response length, and access to resources.
- Follow the notice of task guidelines prescribed by the QCAA for Year 11 and Year 12 tasks, and provide appropriate class time to draft assessment in Years 7-10.
- Provide feedback to students on drafts and final assessments and examinations in a timely manner.
- Contact parents/carers when a student has not submitted a draft or final piece of assessment by the due date, has not been present for an examination, or is at risk of not meeting a satisfactory standard.
- Engage in moderation of assessment to ensure the comparability of student results.
- Report student results against standards achieved to parents/carers on at least a semester basis.
- Issue behaviour consequences to students who do not meet academic integrity responsibilities.

Student Responsibilities

- Complete all work to the best of your ability.
- Apply feedback provided in the drafting phase.
- Ensure academic integrity is maintained by submitting work that is your own.
- Submit draft and final assessment on time and attend all examinations, unless documentation can be obtained to justify an extension.
- When on a traineeship or excursion, arrange to submit a draft or final assessment before the due date, and if possible arrange to sit an examination before the due date.
- Access support from the Head of Department to complete an *Extension Request Form* to apply for an extension **before the due date**.
- Access support from the Curriculum HOD, Head of Special Education Services, Guidance Officer, or Deputy Principal to complete an *Access Arrangements and Reasonable Adjustments (AARA) Application Form.*

Parent/Carer Responsibilities

- Engage in conversations with School staff regarding student progress.
- Assist students with obtaining documentation required to complete an *Extension Request Form* or *Access Arrangements and Reasonable Adjustments (AARA) Application Form.*

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity (QCAA, 2019).

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument (QCAA, 2019).

Teachers will gradually release support and responsibility to students over a unit of work in order to develop student's knowledge and skills so that they may complete a task independently.

The scaffolding that is provided to students will differ across subject areas and assessment techniques. Scaffolding provided will be similar across classes, overseen by the Curriculum Head of Department.

Scaffolding techniques used in the Teaching, Learning and Assessing Cycle may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling metacognitive 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.

Scaffolding for assessment should maintain integrity of the assessment instrument so that students are not lead to a predetermined response.

In Years 11 and 12 scaffolding provided should focus on processes or presentation of the response, and not focus on the task description.

Scaffolding techniques used in the Teaching, Learning and Assessing Cycle in Year 12 in Unit 3 and 4 may include:

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

Referencing

- Some assessment items require students to reference materials used in their assessment instruments to ensure authenticity.
- The type of referencing style students are required to use will be noted on the task sheet.
- The styles used across faculties include but are not limited to **Harvard Referencing** and **American Psychological Association (APA) Referencing**.

Feedback

There are two types of feedback provided to students about their strengths and areas for improvement. Formative feedback is provided to students during teaching and learning and summative feedback is provided on assessment items. Both types of feedback encourage self-reflection and allow for evaluation of learning against criteria; be that the Success Criteria of a lesson, or the elements of a marking criteria or Instrument Specific Marking Guide (ISMG).

Teachers will ensure that feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the Success Criteria, marking criteria or ISMG
- clear
- timely
- supportive

Drafting

A draft is a preliminary version of a student's response to an assessment. Drafts allow teachers to monitor student progress through a consultative process, not a marking process.

Providing feedback is a consultative process, not a marking process. It varies depending on the nature of the task and may include suggestions such as:

- consider other aspects of the text, report, performance or activity.
- develop the response to show more awareness of the intended audience or purpose.
- rearrange the sequence and structure of the response to prioritise the most important points.
- investigate further to expand the response.
- synthesise the response by editing or removing excess information.
- adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- adhere more closely to the referencing style required by the task.
- in Years 7-10 only, feedback may also indicate some textual errors.
-

The **format and mode** of a draft varies across subject areas and assessment techniques. The format and mode of the draft will be noted on the assessment task sheet. Additional checkpoints in the lead up to a draft may also be noted.

Feedback on a draft response can be **provided in a variety of ways**: in writing or orally; to an individual or whole class; and/or through questioning. The Curriculum Head of Department for each faculty will ensure that the type of feedback provided is **consistent** across classes. Feedback of drafts needs to be done in a timely manner (1 – 2 weeks)

Feedback will be aligned with the elements of the assessment task marking criteria or Instrument Specific Marking Guide (ISMG) and encourage improvement through key questioning.

Students in **Years 7-9** can submit a **maximum of two drafts** per assessment task.

Students in **Years 10-12** can submit a **maximum of one draft** per assessment task.

Rosewood State High School
Learning, Assessment & Reporting Policy 2024

Response Length

In **Years 11 and 12** each syllabus indicates the required length of a student response for an assessment instrument. Each assessment task sheet outlines a response length. In **Years 7-10** the length of a student response is suggested by QCAA and is noted on the assessment task sheet.

The length requirements are expressed as a word length, duration of time or page count and vary according to the technique and response type.

Both the student and the teacher have responsibilities to monitor the response length for an assessment instrument.

Student responsibilities to manage response length include:

- develop responses that meet the word length outlined on the assessment task sheet
- document the length of the response using a word count, time indicator or page count
- respond to draft feedback about the length of their response
- include only the inclusions noted in the below table in their word or page count:

	Word Count	Page Count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information • quotations • footnotes and endnotes	• all pages that are used as evidence when marking a response
Exclusions	• Title pages contents pages abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list appendixes • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference list • appendixes

Teacher responsibilities to manage response lengths include:

- develop valid assessment instruments of suitable scope and scale
- ensure each assessment task sheet outlines a response length
- provide examples of assessment responses within the required response lengths
- provide feedback to students about how to develop ideas or synthesise information to meet the required response length during the drafting phase
- mark the student's response using information up to the response length outlined on the assessment task sheet
- annotate the student response to indicate the evidence used when marking the student's work.

Authentication of Assessment

Teacher responsibilities to establish authorship may include:

- set an assessment task that requires a unique student response
- monitor the development of assessment during class time provided
- collect evidence of student work at reasonable checkpoints including outlines, plans or drafts.

Student responsibilities to establish authorship may include:

- completing responses during the designated class time
- submit a draft or final through plagiarism-detection software
- participate in an interview after the submission of a final response

To establish authorship of student responses, teachers may:

- directly compare the responses of students
- analyse assessment tasks using plagiarism-detection software through eLearn
- interview students to determine their understanding of and familiarity with their responses.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of misconduct and examples are listed below.

Type of misconduct	Examples
Cheating while under supervised conditions	• Writing during perusal time or writing after instruction to stop writing is given • Using unauthorised equipment and materials • Having any notation on their body, clothing or object brought into an assessment room • Communication with any person other than the supervisor during the examination
Collusion	• Working collectively but submitting the work as an individual response • Assisting another student to commit an act of academic misconduct • Giving or receiving a response to an assessment
Contract cheating	• Paying for a person or service to complete an assessment • Selling or trading a response to an assessment
Copying work	• Deliberately or knowingly making it possible for another student to copy responses • Looking or copying another student's work during a supervised assessment
Disclosing or receiving information	• Giving or accessing unauthorised information before a response to assessment is completed
Fabricating	• Inventing or exaggerating data • Listing incorrect or fake references
Impersonation	• Impersonation during a performance or supervised assessment
Misconduct during a supervised examination	• A student distracts and/or disrupts others in an assessment room
Plagiarism	• A student copies or alters another person's work without referencing it • Duplicating work that you have already submitted for another piece of assessment

Consequences for students who have engaged in academic misconduct may include:

- receiving a result based on authenticated work only, whereby the classroom teacher will clearly annotate what work is the student's own
- if no work can be authenticated as the students own work, it will be treated as a non-submission
- completing an alternate task under supervised conditions at a lunch break or outside school hours detention
- **behaviour consequence** such as a lunch time detention or outside school hours detention for **minor to moderate** breaches of academic integrity to be issued by the Curriculum Head of Department.
- **behaviour consequence** such as suspension or exclusion for **major** breaches of academic integrity to be issued by the Curriculum Head of Department in consultation with the Head of Department Senior Schooling for Year 11 and 12 learners.

Assessment Submission

Draft assessment must be submitted at the **end** of the timetabled lesson on the due date. **Final assessment** may be submitted at the **beginning** or the **end** of the timetabled lesson on the due date. The expectation to submit at the beginning or the end of the lesson will be clearly outlined on the task sheet.

Disciplinary Absence
Disciplinary absences such as suspension do not excuse non-submission of assessment; suspension is not grounds for extension. All students on disciplinary absence should arrange to complete and/or submit assessment with their Curriculum HOD.

VET Expectations
Students are expected to continue to meet their obligations around SATs and other training. This means that students **must** continue to attend their SAT or TAFE course unless the assessment meets the following criteria;

1. Examination for a General subject in Years 11 and 12
2. Curriculum based assessment requiring students to attend one-off camps or excursions relevant to the assessment piece.

Students **must** attend school in these instances and notify TAFE or their employer of intended absence. In regards to assignment submission, students are expected to hand in assignments **prior to the due date** if it falls on the day of absence due to vocational training.

Comparable Assessment
When a Year 11 or Year 12 student is granted an extension through the process of an AARA application a comparable assessment must be used. Using a comparable assessment will ensure the integrity of the assessment instrument. A comparable assessment will allow the student to use the same knowledge and skills required as the original assessment piece and is designed to gather evidence of student learning using the assessment objectives, ISMG and topics of the syllabus. Examples of variations made include changes to the stimulus material, text within items, numerical values within items or parameters within short response items. These items must be uploaded in QCAA portal following same procedures as for FIA and IA.

Year 7 Adjustments
Classroom teachers will work with the Head of Department to coach Year 7 students through the process of assessment submission. The Curriculum HOD will provide additional support to students to learn their responsibilities through contact at Year Level Assemblies and Form lessons. Leniency in regards to extension for a draft or final assessment piece will be negotiated on a case-by-case basis in **Semester 1 only.**

Presentations

Students may be required to give a presentation as an assessment technique. The method of delivery will be **noted on the task sheet** and may include a live-presentation or pre-recorded presentation.

Practical Components

Some assessment techniques may require students to complete a practical component. If a student requires an extension where a practical component is required to be completed, the Curriculum Head of Department will make appropriate adjustments.

Group Submission

When one student is absent on the day of a group submission, the Classroom Teacher will exercise professional judgment to continue with the assessment submission for all other students if the integrity of assessment is not compromised. If the integrity of the assessment would be compromised, the Classroom Teacher will consult the Curriculum Head of Department to reschedule the assessment for **all** group members.

Assessment Extension in Years 7-9

The requirements for an extension are outlined on the *Extension Request Form* (Years 7-9).

The *Extension Request Form* (Years 7-9) **must be attached to the student work** if an extension is granted by the Curriculum Head of Department.

All applications for an extension will be considered on an individual basis after consultation with the student, classroom teacher, parent/carer and/or School staff.

Failure to submit assessment on the revised due date will result in judgements being made on work received before the revised due date.

Assessment Extension Flow Chart (Years 7-9)

The roles and responsibilities of the student, parent/carer and School staff when applying for an extension before the due date are outlined below:

Student and/or Parent/Carer contacts the Classroom Teacher regarding an extension, before the due date of the draft or final assessment.

Curriculum Head of Department liaises with Classroom Teacher regarding individual circumstances of the student. For circumstances regarding student wellbeing, the Curriculum Head of Department may work alongside the Guidance Officer or Head of Special Education Services.

Student completes the *Extension Request Form* with their Parent/Carer and returns to the Curriculum Head of Department no more than two days later. The Curriculum Head of Department may contact the Guidance Officer or Head of Special Education Services if they have not been able to obtain evidence to warrant an extension.

The Curriculum Head of Department communicates to the Student, Parent/Carer and Classroom Teacher that an extension has been granted. Classroom Teacher attaches the *Extension Request Form* and supporting documentation to the student work.

The Curriculum Head of Department communicates to the Student, Parent/Carer and Classroom Teacher that an extension has not been granted and that the draft or final due date remains the same.

Draft Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and School staff when a student <u>does not submit</u> an assessment draft are outlined below:

Student does not submit a draft on the due date as they are absent or refuse to submit.

⬇

Classroom Teacher records this behaviour on OneSchool as 'Refusal to participate in a program of instruction' – 'Non-compliance – failure to submit assessment', recording the period and location that the assessment was due.

⬇

Classroom Teacher phones the **Parent/Carer** to inform of draft non-submission and refers the student to the **Curriculum Head of Department**. For circumstances regarding student wellbeing, the **Curriculum Head of Department** may work alongside the **Guidance Officer** or **Head of Special Education Services**.

⬇ ⬇

Student returns to school with or without their completed draft and supporting documentation and sees the **Curriculum Head of Department** to obtain an *Extension Request Form*.

Student returns to school with no draft and does not see the **Curriculum Head of Department**.

⬇ ⬇

Student completes the *Extension Request Form* with their **Parent/Carer** and returns to the **Curriculum Head of Department** no more than two days later.

Student does not receive a marked draft from the **Classroom Teacher**. The **Classroom Teacher** collects evidence of student work during teaching and learning in the classroom.

⬇ ⬇

The **Curriculum Head of Department** <u>grants the extension</u> to the **Student**, and communicates this to the **Student**, **Parent/Carer** and **Classroom Teacher**. The **Student** receives a marked draft from the **Classroom Teacher**.
The **Classroom Teacher** attaches the *Extension Request Form* and supporting documentation to the student work.

The **Curriculum Head of Department** may contact the **Guidance Officer** or **Head of Special Education Services** if they have not been able to obtain evidence to warrant an extension. The **Curriculum Head of Department** <u>does not grant the extension</u> to the **Student,** and communicates this to the **Student**, **Parent/Carer** and **Classroom Teacher**. The **Student** does not receive a marked draft from the **Classroom Teacher**.

Assignment Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and School staff when a student <u>does not submit</u> <u>an assessment final</u> are outlined below:
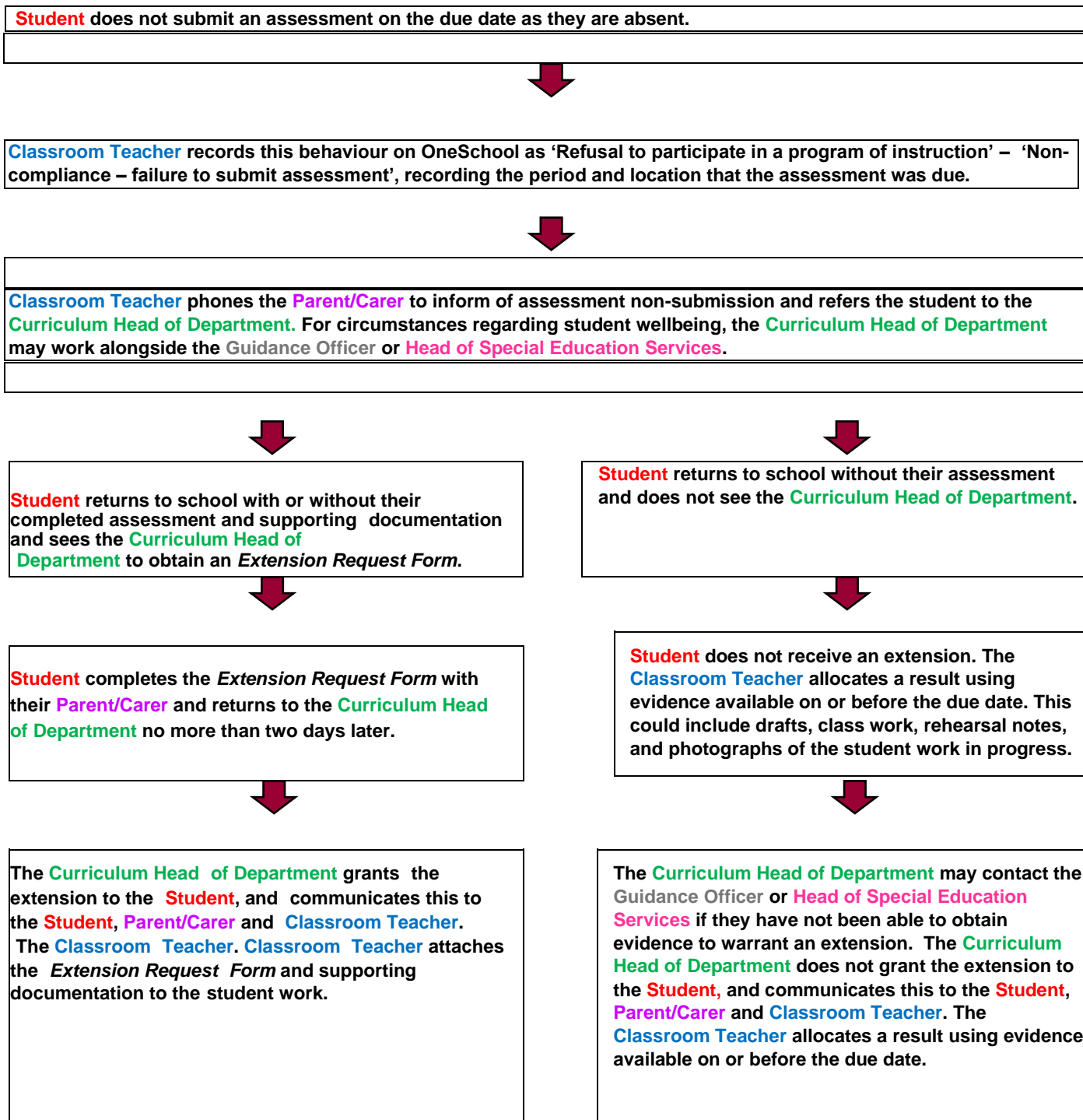
Student does not submit an assessment on the due date as they are absent.

↓

Classroom Teacher records this behaviour on OneSchool as 'Refusal to participate in a program of instruction' – 'Non-compliance – failure to submit assessment', recording the period and location that the assessment was due.

↓

Classroom Teacher phones the **Parent/Carer** to inform of assessment non-submission and refers the student to the **Curriculum Head of Department.** For circumstances regarding student wellbeing, the **Curriculum Head of Department** may work alongside the **Guidance Officer** or **Head of Special Education Services**.

↓ (left branch) ↓ (right branch)

Left branch:

Student returns to school with or without their completed assessment and supporting documentation and sees the **Curriculum Head of Department** to obtain an *Extension Request Form*.

↓

Student completes the *Extension Request Form* with their **Parent/Carer** and returns to the **Curriculum Head of Department** no more than two days later.

↓

The **Curriculum Head of Department** grants the extension to the **Student**, and communicates this to the **Student**, **Parent/Carer** and **Classroom Teacher.** The **Classroom Teacher**. **Classroom Teacher** attaches the *Extension Request Form* and supporting documentation to the student work.

Right branch:

Student returns to school without their assessment and does not see the **Curriculum Head of Department**.

↓

Student does not receive an extension. The **Classroom Teacher** allocates a result using evidence available on or before the due date. This could include drafts, class work, rehearsal notes, and photographs of the student work in progress.

↓

The **Curriculum Head of Department** may contact the **Guidance Officer** or **Head of Special Education Services** if they have not been able to obtain evidence to warrant an extension. The **Curriculum Head of Department** does not grant the extension to the **Student,** and communicates this to the **Student**, **Parent/Carer** and **Classroom Teacher**. The **Classroom Teacher** allocates a result using evidence available on or before the due date.

Examination Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and School staff <u>when a student does not attend</u> <u>an examination</u> are outlined below:

Student is absent on the date of a scheduled examination. If the **Parent/Carer** makes contact to communicate the student's absence before the scheduled examination, skip to when the **Student** returns to school.

⬇

Classroom Teacher records this behaviour on OneSchool as 'Refusal to participate in a program of instruction' – 'Non-compliance – failure to submit assessment', recording the period and location that the examination took place.

⬇

Classroom Teacher phones the **Parent/Carer** to inform of assessment non-submission and refers the student to the **Curriculum Head of Department**. For circumstances regarding student wellbeing, the **Curriculum Head of Department** may work alongside the **Guidance Officer** or **Head of Special Education Services**.

⬇ ⬇

Student returns to school with or without supporting documentation and sees the **Curriculum Head of Department** to obtain an *Extension Request Form*.

Student returns to school and does not see the **Curriculum Head of Department**.

⬇ ⬇

Student completes the *Extension Request Form* with their **Parent/Carer** and returns to the **Curriculum Head of Department** no more than two days later.

The **Classroom Teacher** allocates a result using evidence available on or before the due date. The student is awarded an 'N'.

⬇

The **Curriculum Head of Department** grants the extension to the **Student**, and communicates this to the **Student**, **Parent/Carer** and **Classroom Teacher**. The **Curriculum Head of Department** and **Classroom Teacher** arrange an alternate time for the student to sit the examination. The **Classroom Teacher** attaches the *Extension Request Form* and supporting documentation to the student work.

When a **Student** is present for an examination, but refuses to sit the examination, the **Classroom Teacher** will record this behaviour on OneSchool as 'Refusal to participate in a program of instruction' – 'Non-compliance – failure to submit assessment', recording the period and location that the examination took place, and referring the behaviour to the **Curriculum Head of Department**. The **Curriculum Head of Department** may arrange for the **Student** to sit the examination at an alternate time, which may occur during lunch time/s or an Outside School Hours Detention.

Rosewood State High School
Learning, Assessment & Reporting Policy 2024

Access Arrangements and Reasonable Adjustments (AARA)

What is AARA?

Access Arrangements and Reasonable Adjustments (AARA) minimise barriers to demonstrate learning, knowledge and skill for students who have disability, impairment and/or medical conditions, or those who experience misadventure.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Access Arrangements and Reasonable Adjustments available include:

Inclusive Strategy	AARA	Adjustment				
Timing	**Extension**	**New Draft Due Date:** / /			**New Final Due Date:** / /	
	Extra Time	Additional working time of five minutes per half hour of examination assessment time.				
	Rest Breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.				
Environment	Bite-sized Food	Student may take a sufficient quantity of bite-sized food in a clear container into the assessment room.				
	Drink	Student has access to a drink other than water for a medical reason – in a clear, unlabelled bottle.				
	Medication	Prescribed medication may be taken into the assessment room in a clear container.				
	Physical Equipment	Furniture (specialised desk or chair) or equipment (cushion, heat pack, or towel) needed for medical reasons. *Specify other:*				
	Varied Seating	Single student supervision		Small group supervision		Seated at the back, front or side of the assessment room
Presentation	Alterative format papers	Braille	Electronic format	A4 to A3 enlargement	Large print papers	Black and white materials
	Vision Aids	Coloured transparency overlay		Different lighting	Other vision aids	
	Assistance	Teacher Aide assistance with manipulation of equipment and other practical tasks		Supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue undertaking the assessment task		
	Assistive Technology	Amplification system / Speech-to-text application		Magnification application	Desktop computer or laptop computer with an approved software application	
	Individual Instruction	A clean, unannotated copy of the written instructions.				
Response	Reader	A reader who reads the assessment or student's response aloud as often as the student requests.				
	Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.				

Eligibility for AARA

AARA are provided 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.

These barriers fall into three broad categories:
• permanent

• temporary

• intermittent.

Broad application categories are used for AARA eligibility:
• cognitive

• physical

• sensory

• social/emotional.

Illness and Misadventure AARA

Students may also be eligible for AARA where **illness and misadventure** (i.e. unforeseen circumstances) or other situations prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

The following principles apply for illness and misadventure applications:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- The school will implement a Principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Illness and misadventure: external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the Deputy Principal – Senior School or Head of Department – Senior School.

The submission for an AARA under illness and misadventure may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

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

Supporting Documentation for AARA

Supporting Documentation for AARA includes:

- **Medical report.** The medical report must be completed by a relevant practitioner who is a general practitioner, medical specialist, or psychologist. The report must contain diagnosis of disability and/or medical condition, date of diagnosis, date of occurrence or onset of the disability and/or medical condition, and information about how the disability and/or medical condition affects the student participating in assessment.
- **Evidence of Verified Disability.** Formal notification of the Education Adjustment Program, which may be obtained by the Head of Special Education Services or Guidance Officer for verified students.
- **Other Documentation.** Written evidence from a relevant independent professional or third party, such as a police report or official notice.
- **School Statement (as supporting evidence).** A school statement provides a detailed overview of the observed impact of the student's disability and/or medical condition, a description of how the student's access to the assessment or ability to communicate a response is affected, and a list of the student's previous AARA. The school statement is to be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.
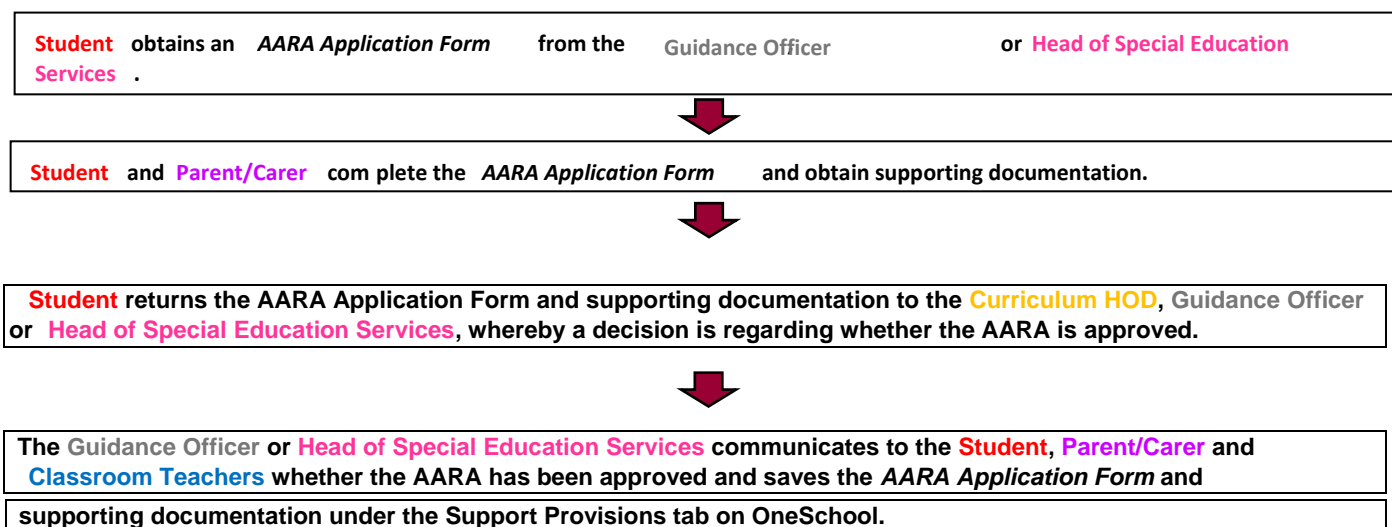
AARA in Years 7-9

The School will make decisions about AARA in Years 7-9.

AARA in Years 7-9 can be approved by the Curriculum HOD, Guidance Officer or Head of Special Education Services.

AARA in Years 7-9 do not include extensions. Students applying for an extension in Years 7-9 are required to complete an *Extension Request Form* and apply to the relevant Curriculum Head of Department.

The roles and responsibilities of the student, parent/carer and School staff when applying for an AARA in Years 7-9 are outlined below:

Student obtains an *AARA Application Form* from the Guidance Officer or Head of Special Education Services .

⬇

Student and **Parent/Carer** complete the *AARA Application Form* and obtain supporting documentation.

⬇

Student returns the AARA Application Form and supporting documentation to the **Curriculum HOD**, Guidance Officer or **Head of Special Education Services**, whereby a decision is regarding whether the AARA is approved.

⬇

The Guidance Officer or **Head of Special Education Services** communicates to the **Student**, **Parent/Carer** and **Classroom Teachers** whether the AARA has been approved and saves the *AARA Application Form* and supporting documentation under the Support Provisions tab on OneSchool.

AARA in Year 10, 11 and 12: Non-Submission on Due Date – Extension Advice

School staff will make decisions about AARA for Year 10 in line with QCAA guidelines. The school will also make decisions about AARA for Units 1 and 2, overseen by the Head Department - Senior School. Provision of AARA by the school for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.

All requests for extension in Years 10, 11 and 12 must be submitted through an *AARA Application Form* rather than an 'Extension Request Form'.

The roles and responsibilities of the student, parent/carer and School staff when applying for an AARA in Years 10 and 11 are outlined below:

STUDENT DOES NOT SUBMIT AN ASSESSMENT.

Classroom Teacher records this behaviour on OneSchool as 'Refusal to participate in a program of instruction' – 'Non-compliance – failure to submit assessment', recording the period and location that the assessment was due.

Classroom Teacher phones the **Parent/Carer** to inform of assessment non-submission and A) advises that they can apply for an extension with the **Curriculum Head of Department** if there are plausible reasons for non submit and B) refers the student to the **Curriculum Head of Department.** For circumstances regarding student wellbeing, the **Curriculum Head of Department** may work alongside the **Guidance Officer** or **Head of Special Education Services**.

Student and **Parent/Carer** obtains an *AARA Application Form* from the **Curriculum Head of Department**

Student and **Parent/Carer** complete the *AARA Application Form* and obtain supporting documentation.

The **Student** returns the *AARA Application Form* and supporting documentation to the **Curriculum Head of Department** whereby a decision is made regarding whether the AARA is approved in consultation with the **Head of Senior School**.

The **Curriculum Head of Department** communicates to the **Student**, **Parent/Carer** and **Classroom Teachers** whether the AARA has been approved.

The **Curriculum Head of Department** saves a copy of the *AARA Application Form* and supporting documentation on the Support Provisions tab on OneSchool, provides a copy to the **Classroom Teacher** to attach to the student work and provides the original documents to the **Head of Senior School**.
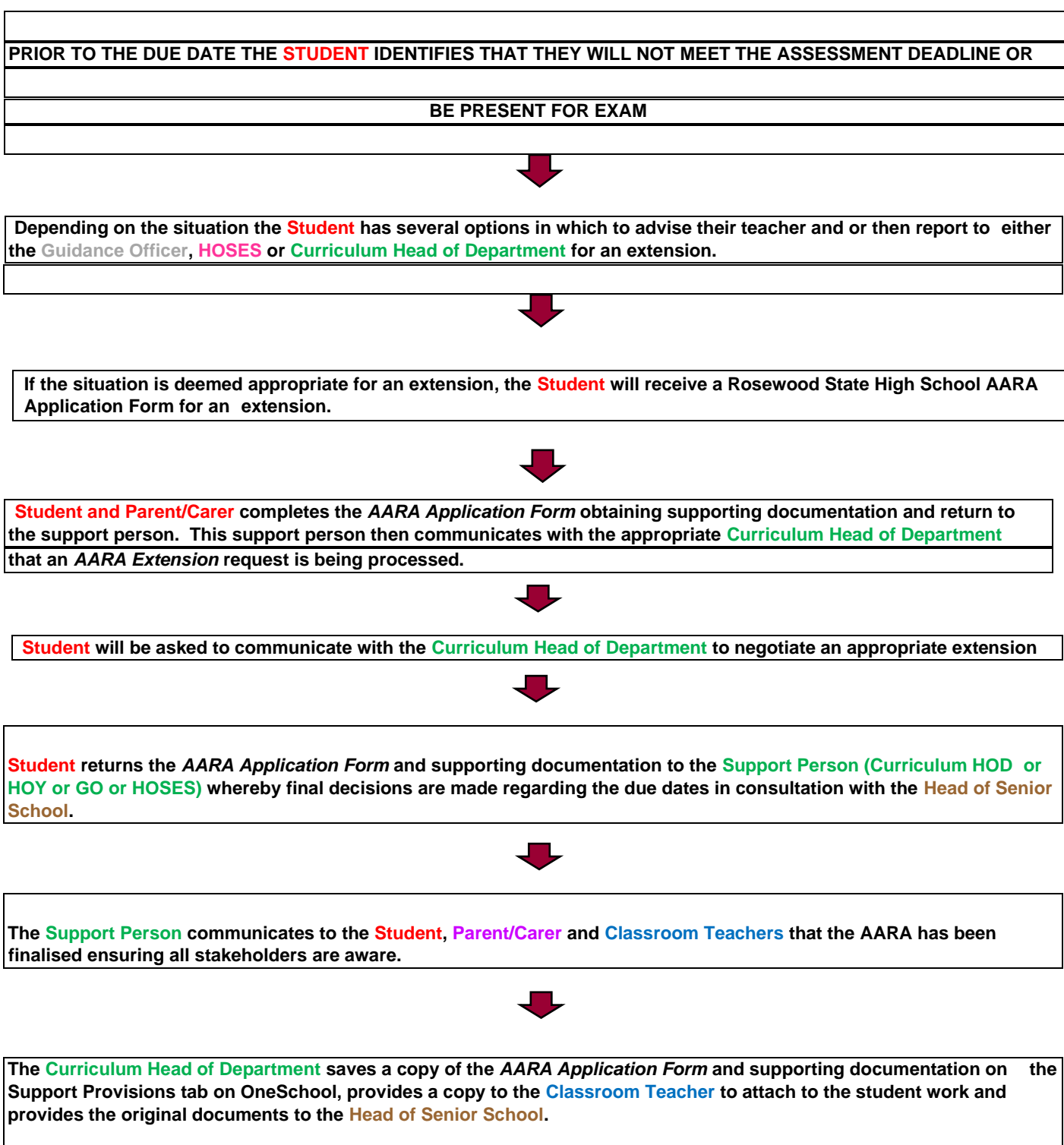
Rosewood State High School
Learning, Assessment & Reporting Policy 2024

AARA in Year 10, 11 and 12: Non-Submission on Due Date – Extension Request

The School will make decisions about AARA for Year 10 in line with QCAA guidelines. The School will also make decisions about AARA for Units 1 and 2, overseen by the Head Department - Senior School. Provision of AARA by the School for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.

All requests for extension in Years 10, 11 and 12 must be submitted through an *AARA Application Form* rather than an 'Extension Request Form'.

The roles and responsibilities of the student, parent/carer and School staff when applying for an AARA in Years 10 and 11 are outlined below:

PRIOR TO THE DUE DATE THE STUDENT IDENTIFIES THAT THEY WILL NOT MEET THE ASSESSMENT DEADLINE OR

BE PRESENT FOR EXAM

Depending on the situation the Student has several options in which to advise their teacher and or then report to either the Guidance Officer, HOSES or Curriculum Head of Department for an extension.

If the situation is deemed appropriate for an extension, the Student will receive a Rosewood State High School AARA Application Form for an extension.

Student and Parent/Carer completes the *AARA Application Form* obtaining supporting documentation and return to the support person. This support person then communicates with the appropriate Curriculum Head of Department that an *AARA Extension* request is being processed.

Student will be asked to communicate with the Curriculum Head of Department to negotiate an appropriate extension

Student returns the *AARA Application Form* and supporting documentation to the Support Person (Curriculum HOD or HOY or GO or HOSES) whereby final decisions are made regarding the due dates in consultation with the Head of Senior School.

The Support Person communicates to the Student, Parent/Carer and Classroom Teachers that the AARA has been finalised ensuring all stakeholders are aware.

The Curriculum Head of Department saves a copy of the *AARA Application Form* and supporting documentation on the Support Provisions tab on OneSchool, provides a copy to the Classroom Teacher to attach to the student work and provides the original documents to the Head of Senior School.

AARA in Year 12 (Units 3 and 4)

AARA for summative assessment in Applied, Applied (Essential), and General syllabuses and Short Courses may be principal-reported or QCAA-approved.
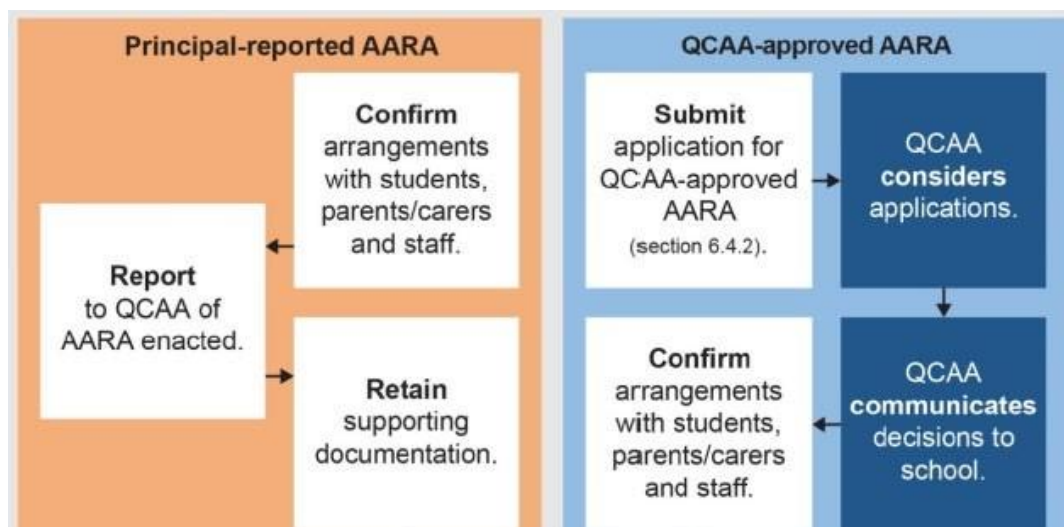
Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student. The principal's delegate, Deputy Principal - Senior School will approve AARA applications in Units 3 and 4. All principal-reported AARA will be uploaded to the QCAA Portal by the Head of Department – Senior School.

The School may be required to supply a copy of supporting documentation as a part of the quality assurance process for AARA. All supporting documentation will be saved on the 'Support Provisions' tab on OneSchool alongside the AARA application. The hard copy of the AARA application will be stored with the Head of Department – Senior School.

The QCAA publishes timelines for principal-reported AARA for schools to abide by, which will impact decisions made.

QCAA-approved AARA are specific adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal. The Head of Department – Senior School will submit applications for QCAA-approved AARA on the student's behalf.

QCAA-approved AARA are for students undertaking:

- summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects
- summative assessment for Short Courses
- summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Summary of the adjustments for which schools are required to apply to the QCAA:

Type of assessment		Adjustment
Summative assessment – internal examination		• extra time or rest breaks
Summative external assessment		• extra time or rest breaks • format of papers • assistance • assistive technology • a reader and/or scribe • variation to venue • any other adjustments not listed on Rosewood's AARA Application Form

AARA Reporting Timelines in Unit 3 and 4

Type of AARA	Unit 3 and 4 General subject internal assessment	Unit 3 and 4 General subject external assessments
Alternative format papers	Due dates to be determined by the School.	Applications are **due by the end of February** in the summative year.
QCAA-approved AARA	For existing long-term and chronic conditions applications are **due by completion of Units 1 and 2**. For all other applications, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions applications are **due by the end of Term 1** in the summative year. For short-term conditions or temporary injuries applications are **due by the end of Week 5 Term 3** in the summative year.
Principal-reported AARA	Notification is **due before the relevant confirmation event.**	Notification is **due by the end of Term 3** in the summative year.

Senior External Examination

External assessment is developed and marked by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects.

External assessment is:

- summative and contributes to the overall subject result
- common to all schools across Queensland
- administered by schools under the same conditions at the same time on the same day.

Entering the Venue

Students will be admitted into the assessment room and seated with sufficient time for supervising staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor.

Misconduct

QCAA-appointed invigilators are independent observers of the external assessment, who monitor the conduct of external assessment. A student who does not comply with assessment rules and procedures communicated before entry to the assessment venue should be warned of the consequences of academic misconduct. Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.

Student Equipment

All approved equipment brought into an assessment room by a student must be in a clear container. Students cannot borrow equipment from other students during an external assessment.

Late Students

If a student arrives late the student is permitted into the assessment room to complete the assessment. No extra time beyond the scheduled test session is allowed to complete the external assessment. The student may be required to complete the assessment in a different room at the assessment venue.

Non-Attendance

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

A student who cannot attend the external assessment must notify the School as soon as possible. Reasons for nonattendance may include illness or misadventure – see AARA.

Reporting Guidelines

PURPOSE OF REPORTING:

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Reporting builds the school-parent partnership to improve student learning.

School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student;
- the student's achievement against expected standards;
- how well the student is engaging with the expected learning; and
- how the student may be able to improve.

Reports reflect:

- judgments about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent level of achievement with consideration to more recent evidence.

ACADEMIC REPORTS CONSIST OF:

1. ACHIEVEMENT RATINGS (COVID-19)

- Year 7 – 12 students receive **interim** report ratings based on formative and summative assessment completed during this reporting period.
- Year 11 and 12 judgments made as per QCAA guidelines.
- A to E ratings will be used.
- VET- Year 11 and 12 students
    - **WTC for all except those finished the ENTIRE CERTIFICATE.**
    - How the student is progressing is reflected in the Effort comment
- Students with D's, E's or N's - No surprises
    - If a student is going to receive a D, E or N it is assumed and expected that phone contact alerting them to any concerns has been made with the parent/carer of the student. Please ensure that this has been recorded in the 'Contact' in One School.
    - This process does not prohibit teachers from awarding an E where warranted and deserved and teacher judgements will be supported in these situations.
    - N ratings must be **discussed and approved by your HOD and Deputy Principal**.
- Students on ICP – Notify Ruth Alback (HOSES)
    - If a student is on a full ICP, they appear as part of the class group.
    - If a student is on a partial ICP, their name should appear separately as a class list (as shown in screen shot)
    - Please make Ruth Alback (HOSES) aware if a student who is on an ICP is missing from your reporting or there are any issues with ICP reporting.
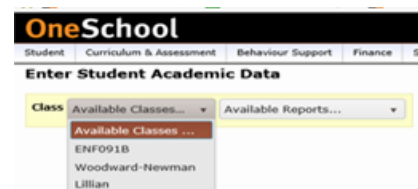
2. EFFORT AND BEHAVIOUR

- Report cards contain information regarding a student's effort and behaviour in each learning area. I have attached an 'Achievement, Effort and Behaviour Matrix' which may assist you in making judgements regarding 'Effort and Behaviour'
- ***It is possible to achieve different results for Effort and Behaviour***. Teachers should refer to the matrix and make their judgements based on the reporting semester.

VET subjects – (for tracking purposes)
- EX = predicted to complete 100% of the course ahead of time and achieve all credit points available (8 for Cert III Business etc)
- VG= predicted to complete 100% of the course and achieve all credit points available (8/4)
- S= predicted to complete 75% of the course (so 6 QCE points/3 QCE points)
- NA= predicted to complete 50% of the course (so 4 QCE points/2 QCE points)
- U = predicted to complete less than 50% of the course (so 2 QCE points/1 QCE point)

3. N RATINGS

- An N rating means that the folio of work for that student does not contain sufficient evidence for a grade to be awarded.
- The key principle for reporting is that results are awarded based on the most consistent level of achievement, with consideration to more recent evidence. (*Reporting to Parents*, DoE)
- In some cases, an N rating may be the most appropriate result including, but not limited to:
    - a student with prolonged absences from school, who has completed no summative assessment, for whom strategies are in place to re-engage;
    - a newly enrolled student who has not been present for the majority of the assessment and reporting period;
    - a student who meets the condition for an AARA – exemption.
- Teachers can utilise formative assessment tools, in the place of summative assessment, as long as it corresponds to the achievement standards for the subject and the reporting period. This evidence will be negotiated, on a case-by-case basis, with the curriculum HOD.
- If an N rating is awarded, then there should be no grade assigned for Effort and Behaviour.

4. CHECKING PROCESS
- HODs are responsible for ensuring reports are completed and checked prior to completion of the process. Any issue s please discuss with your HOD or me.

Rosewood State High School
Learning, Assessment & Reporting Policy 2024

Contact

Principal and Deputy Principals		
Ms N Sherlock	Principal	principal@rosewoodshs.eq.edu.au
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Mr Tom Richards	Deputy Principal Student Services/Wellbeing	trich245@eq.edu.au

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Ms J Grant	Guidance Officer	jgran0@eq.edu.au

References

Australian Curriculum, Assessment and Reporting Authority. (2016). *Foundation – Year 10 Curriculum: Learning Areas.* Australian Curriculum, Assessment and Reporting Authority.

Queensland Curriculum and Assessment Authority. (2019). *QCE and QCIA policy and procedures handbook 2019 v1.2.* Queensland Curriculum and Assessment Authority.

Queensland Curriculum and Assessment Authority. (2018). *Understanding K-12 assessment.* Queensland Curriculum and Assessment Authority