MIAMI STATE HIGH SCHOOL   Assessment policy

Assessment is an integral component of systematic curriculum implementation. Schools use assessment to gather evidence of student learning to inform teaching and to make judgements about achievement against the relevant standards.
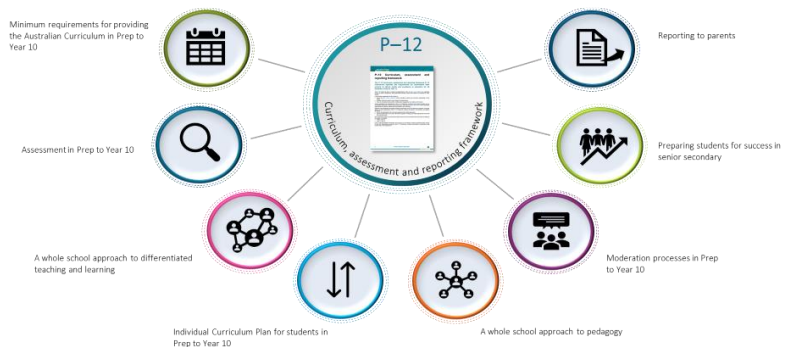
The Assessment policy at Miami State High school, provides information to students about expectations for assessment and their responsibilities, it includes,

- guidelines for teachers and information to all staff about expectations and their roles and responsibilities and are;
    o communicated clearly to teachers, students, and parents/carers.
    o enacted consistently across all subjects within the school.
    o based on information in this handbook and QCAA guidelines and syllabuses.
    o reviewed and updated to meet changing contextual factors, e.g. use of AI.

The requirements for Assessment are set out in the *Assessment in Prep to Year 10* section of the K-12 Curriculum, assessment and reporting framework and from the *QCAA, QCE & QCIA Handbook, Section 8.*

Miami State High School uses and designs summative assessment that includes task details and a marking guide, as an accountability mechanism and to gather evidence, inform teaching and learning, report to parents and support improvement in student learning and achievement.

At Miami State High School the assessment policy for years 7 – 10;

- use year and/or band planning to ensure sufficient evidence is gathered in each learning area and/or subject.
- use or design, document and retain assessment (summative and monitoring strategies) against targeted aspects of the relevant achievement standard, incorporating tailored supports when appropriate, so that all students can demonstrate their learning.
- ensure summative assessment includes task details and a marking guide that uses the relevant achievement standard, assessable elements, and reporting scale.
- maintain and retain mark books in SharePoint and assessment folios, for each student in each learning area and/or subject provided.
- use, where appropriate, monitoring tools to inform differentiation and focused and intensive teaching.
- administer standardised assessments in 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN)

Monitoring strategies (formative assessment)

At Miami State High School, we use monitoring and monitoring strategies (formally known as formative assessment) which provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. Student progress is monitored using monitoring tasks and tools; diagnostic tools; and standardised assessment. Student performance on formative assessment is not contained in student summative assessment folios; therefore, is not used in reporting overall levels of achievement for learning areas and/or subjects at the end of each reporting period, however, can be used if summative assessment has not been submitted by the due date or when students are absent.

Summative Assessment

Miami State High School uses and designs summative assessment that includes task details and a marking guide, as an accountability mechanism and to gather evidence, inform teaching and learning, report to parents and support improvement in student learning and achievement.

JUNIOR SECONDARY ASSESSMENT POLICY   Years 7 – 10

1.0 Aim

This policy has been developed to inform students, parents and teachers of the key principles and assessment requirements at Miami State High School. The aim is to maximize student accountability and to ensure students can demonstrate what they know and can do. The process is designed to ensure equity across all students carrying out assessment tasks. The policy intends to provide clear and consistent guidelines about assessment in years 7 - 10.

1.1 Background Principle

It is mandatory at Miami State High School for students to complete and submit assessment items as indicated by the timelines communicated through task sheets and assessment calendars. Results will form part of the student's assessment for the subjects and units being studied leading to overall levels of achievement being awarded.

On-going formative assessment within classrooms is for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning. Summative assessment is for the purposes of reporting to parents/carers on the progress and achievement of students.

1.2 Relevant Policies

- K-12 Assessment Policy

Curriculum, assessment and reporting framework (K-12)

- Strategies for authenticating student work for learning and assessment – (A-Z Moderation)
  Assessment: From the syllabus to the classroom [Queensland Curriculum and Assessment Authority]

2.0 Assessment

Assessment is the purposeful, systematic, and ongoing collection of evidence and it is used in making judgments about students' demonstrating of learning outcomes.

2.1 Purpose of Assessment

Information obtained from assessment can be used for a variety of purposes including providing feedback on student progress and informing decision making related to student learning and future planning of courses.

Assessment provides feedback on student progress as it is used to:
- provide ongoing feedback on the progress of individual students and groups of students in relation to learning outcomes throughout the learning and teaching process.
- inform students, teachers, parents/caregivers, others in the community and/or school authorities about students' demonstrations of learning outcomes.

Assessment informs decision making related to student learning when it is used to:
- make decisions about student needs, the learning and teaching process and resource requirements.
- guide the future planning of student, class and school learning and teaching programs.
- discuss future learning pathways with students and parents/caregivers.
- inform decisions about providing learning support to groups of students.

Assessment Responsibilities

2.1.1 School Responsibilities
- Provide task and criteria sheets in an adequate time frame to complete assessment.
- Task sheets give clear instructions of the task, the relevant Cognitive Verbs/metalanguage, draft, and final due dates.
- Assessment due dates are published on the Assessment Calendar for years 7-10.

- Students have access to adequate resources to complete assessment tasks.
- Students are given regular feedback on progressive work and draft items.
- Students not completing drafts or are at risk of not completing assessment are referred to Heads of Department and recorded as a One school behaviour and recorded as academic misconduct.
  > Parents/carers are informed.

2.1.2 Student Responsibilities
- Complete and submit drafts and final assessment tasks on the due date, at 4:00pm, and to a satisfactory standard.
- Communicate in a timely manner (before the due date) if a situation arises that requires a request for an extension, using the year level appropriate form (available on the Miami SHS website).
- Follow Miami SHS Attendance Policy.
- Ensure all work submitted is original.
- Assessment must be submitted by 'Turn-it-in', year 10-12 only.

2.2 Non-Submission and Late Submission of Student Responses to an Assessment Instrument
- If a draft has not been submitted by the due date, the classroom teacher will contact the parent/carer of the student and notify the relevant HOD.
- The student will be required to submit a draft at the time decided by classroom teacher/relevant HOD.
- If student is on an excursion, the assessment, including drafts, must still be submitted on or before the due date (Refer 4.1 Drafting and Monitoring Policy)
- In cases where students do not submit by the due date, the draft will be marked and reported on.
- In cases where no assessment task or draft has been submitted, judgments can be made using available evidence (i.e formative assessment, book work, worksheets) on or before the due date.

2.3 Spoken Assessment and Group Work
- A written script of the spoken/group performance must be submitted on the due date. This ensures equity across all students, whether performing/presenting on that day or not.
- If student is absent for a group performance/presentation, the group will still perform the assessment task on the due date. Another student needs to be given a copy of the script to fill in for the absent group member(s).
- When absent student next returns to school, they must provide evidence (medical certificate) of absence and negotiate a new performance/presentation time.
- In some subjects group members may have to present/perform their assessment item twice due to a student absence, the students will be awarded the better grade of the two presentations. (Dependent on specific subject area conditions).

2.4 Academic Integrity
Schools, teachers, parents/carers, and others who support students in their learning — including the QCAA — have responsibility for promoting and maintaining academic integrity.

Schools promote academic integrity when they:
- emphasise the importance of ethical academic conduct and scholarship.
- develop school processes to support sound academic practice.
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity, when it is breached it must be recorded as a OneSchool record for academic misconduct.
- implement programs to improve students' academic skills.
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas, and images

- communicate the consequences and implications of academic misconduct clearly throughout the school community.
  Academic Integrity course for students
  Academic integrity toolkit for teachers

2.4.1a Plagiarism
- Plagiarism involves representing another person's ideas or work as one's own.
- Common forms of plagiarism include:
  - direct copying, summarising, or paraphrasing another person's work without appropriate acknowledgement of the sources.
  - representing the work of another person as the student's own work.
  - copying material such as diagrams, musical score, audio-visual materials, artwork, plans and so on and presenting them as one's own work.
  - using another person's experimental results as one's own or without appropriate acknowledgment.

2.4.1b Artificial Intelligence Use
- AI use involves using computer generated knowledge to produce a response that is not the students own.
- Common forms of AI include:
  - ChatGPT
  - Grammarly

Strategies for ensuring authenticity QCAA P-10

2.4.2 Determining Severity
For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach.
The following considerations can be used to assist in assessing whether the breach is minor or major:
- Extent: How much of the assessment item is in question (for example, a few sentences or several paragraphs); and what proportion of the entire unit does this assessment item represent.
- Repetition: Whether the student has been found to have breached the principles of academic integrity in the past.

Processes for breaches of assessment integrity:
- HOD in consultation with the teacher, will deem appropriate consequences.
- Parents/carers will be notified of the breach and re-directed to our school assessment policy.
- The teacher will make a judgment about the student's level of achievement using parts of the response that can be identified as the student's own work.
- Teacher will record incident on One School as an academic misconduct and refer appropriate Head of Department.

3.0 Exams

3.1 Attendance at Exams

Students must attend all tests and exams at the scheduled time.

3.2 Non-Attendance at Exams

- **Illness**

If a student is ill and/or cannot attend a test or exam the following procedure must be followed:

- o The school must be notified before the scheduled test/exam.
- o On return to school the student will be required to complete the exam during the next scheduled lesson.
- o Proof of illness (Doctor's Certificate) must be produced on the student's return to school after an illness which causes an absence for a scheduled test/exam to student services.
- o Students in year 10 will be required to apply for AARA.

- **Exceptional circumstance**

Exceptional circumstances will be considered by the Head of Department/ Associate Principal/ Principal.

3.3 Cheating

If cheating is suspected during exams, the supervising teacher will sign the student script and collect that part of the exam that has been completed. The student is then to continue with the exam. The supervising teacher will write a One School report and refer it to the relevant Head of Department to decide regarding the results for the exam. The Head of Department will contact the parents/care giver of the students to communicate the decision made about the level of achievement to be awarded for the piece of assessment.

4.0 Assignments

4.1 Submission of Assignments

- Assignments as directed by the teacher, must be submitted via the school Learning Management System (LMS) – Daymap, or by a paper copy if required by the teacher.

4.1.1 Absence on due date of Assignments

Students who know they will be absent on the day an assessment item is due for submission must arrange for the item to be submitted before the due date or delivered to the school on that date.

4.1.2 Assignment Extensions

Due to unforeseen circumstances such as sickness, injury, family issues, students may need to apply for an extension.
To apply for assignment extensions students should follow the following steps:

- Consult with curriculum HOD and provide documentary evidence, where appropriate, to substantiate need for an extension.
- Head of Department will consider the situation, (case by case) and document the extension details on the "Application for Extension' form.
- Consult with class teacher to negotiate timeframes.
- Have form signed by parents and return to respective curriculum HOD at the earliest date.
- Approval or non-approval granted.
- Student is obligated to meet newly negotiated due date.
- Year 10 students must apply for AARA (Miami State High School website).

Extensions will be considered on a case-by-case basis.

4.1.3 Computer Failure

If a student is unable to submit an assessment item on the due date due to the failure of a computer, or digital storage device, the student is to be awarded a level of achievement based on the most recent draft work cited by the teacher according to the standards for the subject. If no draft work has been submitted, this policy will be applied as described previously.

Computer failure may be any instance of the failure of software, hardware, firmware, or the transmission of digital information by any service, internal or external to the school or Education Queensland domain. It is the students' own responsibility to back up data in multiple places.

4.1.4 Unforeseen inability to submit on due date of assignment

If a situation occurs suddenly that results in the student being unable to submit an assignment on or before the due date, then the respective Head of Department should be contacted on the day. Year 10 students must apply for AARA (Miami State High School website)

This will ensure that special consideration can be made available.

5.0 Special Considerations/Provisions

Special provisions may be particularly relevant for students with specific educational needs. These needs will be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements. Each case must be considered on an individual basis and decisions reached through consultation.

Special provisions may be given for:
- Learning disability/difficulty
- Students of NESB
- Physical disability/injury
- Social emotional

Reasonable adjustments made to assessment tasks will be assessed on a case-by-case basis and negotiated with the relevant HOD, HOSES and class teacher.
Some reasonable adjustments may include:
- Time
- Mode of delivery
- Having a scribe or using a computer instead of handwriting.

Senior Assessment Policy – Year 11 and 12

Scope
This policy provides information for teachers, students and parents/caregivers 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 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

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

Principles
Miami 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. 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.

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

Senior Assessment Policy – Year 11 – 12

QCE and QCIA policy and procedures handbook

Policy and procedures

Location and communication of policy

The school assessment policy is located on the school website at www.miamishs.eq.edu.au . All questions regarding this policy should be directed to the Head of Department of Senior Schooling or the Deputy Principal of Senior Secondary.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in every class. Relevant processes will be revisited:

- at enrolment interviews.
- when the assessment schedule is published.
- when each task is handed to students.
- in the newsletter in response to phases of the assessment cycle.

Expectations about engaging in learning and assessment

Section 1.2.4

Section 2

Section 8.2.1

Miami State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Student responsibility

Students are expected to:

- 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 4:00 pm on the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity course either at the end of year 10 or the start of year 11.

Due dates

School responsibility

Miami State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, and drafts will be published in the assessment calendar. The assessment calendar will be published on the school website by the end of week 4 each term.

The assessment schedule will:
- 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.
- be clear to teachers, students, and parents/caregivers.
- be consistently applied.
- be clearly communicated by the end of Week 3 each semester.
- consider allocation of workload.

Student responsibility

Students are responsible for:
- recording due dates in their diaries, electronic calendar, etc.
- 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.

In cases where students are unable to meet a due date, they will:
- inform the head of department and classroom teacher as soon as possible.
- submit a Change to Assessment Conditions and Access Arrangements and Reasonable Adjustments (AARA) form (available on school website).

- provide the school with relevant documentation, e.g. medical certificate.
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions are at the Principal's discretion. Refer to AARA information below.

Submitting, collecting, and storing assessment information Section 9	Assessment instruments will provide information about Miami State High School's arrangements for submission of draft and final responses, including due dates, conditions, and file types. **Policy for Internal (School-Based) Assessment Tasks** • Assessment tasks must be submitted by 4.00 pm on the due date to the specified location. When a student does not submit a response to an assessment instrument on or before the due date, a result will be awarded using evidence available on or before the due date, e.g., class work, a draft, rehearsal notes, photographs of student work. • Students must comply with the requirements outlined on the task sheet, including draft due dates, referencing and submission via Turn-it-in. • For predominantly non-written pieces of assessment (e.g., orals), the due date for written support materials will be the first day of presentations. • Electronic copies of assessment items should be saved in more than one location (e.g., USB, hard drive). Losing an electronic or other copy of work is not *grounds for an extension or a Change to Assessment Conditions*. 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.
Appropriate materials Section 7.1 Section 8.2.2	Miami State High School is a supportive and inclusive school. Material and texts are chosen with care in context by students and staff.

Ensuring academic integrity

Miami 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.

All students are required to complete the QCAA academic integrity course.
myQCE Academic integrity course

Section 8.1.1

Internal assessment administration

	Policy and procedures
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument. • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.2.4	Checkpoints will: • be detailed on student task sheets.

- monitor student progress.

- be used to establish student authorship.

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.
Heads of Departments and parents/caregivers will be contacted if checkpoints are not met.

Drafting Section 8.2.5 Section 8.2.4	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.

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 two weeks 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 in Senior Subjects
- allocate a mark.

A copy of the feedback will be stored with the draft in the student's folio in Senior Subjects.

Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.

Managing response length Section 8.2.6	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:

- **mark only the work up to the required length, excluding evidence over the prescribed limit.**

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

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

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

- HOD in consultation with the teacher, will deem appropriate consequences.
- Parents/carers will be notified of the breach and re-directed to our school assessment policy.
- The teacher will make a judgment about the student's level of achievement using parts of the response that can be identified as the student's own work.
- Teacher will record incident on One School as an academic misconduct and refer appropriate Head of Department.

Access arrangements and reasonable	**Applications for AARA**
	The student and parent/caregiver initiates the application process/need for an AARA.
Adjustments, including illness and misadventure (AARA)	Miami 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.
	The school follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.
	The school Principal's delegate manages all approval of AARA for students, Guidance Officer (Senior School), Head of Department (Senior School), Head of Inclusive Practices.
	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.
	Students are not eligible for AARA on the following grounds:

- 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 (holidays).
- matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure to be made to the Head of Department Senior School.

Students and parents/caregivers must contact the Principal's delegate as soon as possible and submit the relevant supporting documentation.

Copies of the extension and AARA applications and other supporting documentation are available from the Miami State High School website.

Managing non-submission of assessment by the due date 	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The final submission of assessment is **4:00 pm on the due date.** The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. 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: • 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. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. **Students on suspension** Students on suspension, at the discretion of the School Principal/Deputy Principal and in consultation with the relevant Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period. **Failure to comply with Examination and Assessment Policies** Failure to comply with any of the above policies regarding internal assessment tasks and examinations will result in consequences outlined in the school's Behaviour Management Plan and/or QCAA guidelines. Students should be aware that failure to comply with the above policies may result in the award of an N grade which will not attract points to be credited towards a QCE (Queensland Certificate of Education). **Procedure for missed examinations.** Please note that no alternative arrangements can be made if a student does not attend a senior external examination. Any student that is unable to sit an external exam must immediately contact the school external assessment coordinator through the senior school office to complete a QCAA application for illness and misadventure (see appendix). **For all other exams:** • Student advises the school office and/or head of department of absence/s at the earliest opportunity. • Student completes a comparable exam on the immediate day (QCAA policy) they return to school (student responsibility to negotiate time with teacher). • Student completes Change to Assessment Conditions and AARA form at earliest opportunity and attaches documentary evidence. • Student submits Change to Assessment Conditions form to Head of Department (may be referred to Guidance Officer). • Head of Department or Guidance Officer advises student if approved/not approved. • Approved student will receive result for exam. Students whose application is not approved will not be rated (N).

Internal quality assurance processes

Miami State High School's quality management system ensures valid, accessible, and reliable assessment of student achievement. This includes:

- 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.

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

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Review

Miami State High School's 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.

Managing academic misconduct

Miami 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 situations 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

Types of misconduct		Procedure
Cheating while under supervised conditions	A student: 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.	**For authorship issues** When authorship of student work cannot be established, or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Collusion	When: • 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.	**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.
Contract cheating		A student: • pays for a person or a service to complete a response to an assessment. • sells or trades a response to an assessment.
Copying work		A student: • 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	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment. • makes any attempt to give or receive access to secure assessment materials.
Types of misconduct	**Procedure**
Fabricating	A student: • invents or exaggerates data. • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • 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.
Artificial Intelligence **QCAA Artificial Intelligence** **Guidance to students and Parents**	Advances in artificial intelligence (AI), specifically generative AI, have driven increased awareness of this technology for students, parents/carers and schools a like.

Related school policy and procedures

Refer to other school policies as appropriate.

- Responsible behaviour plan
- Senior student policy
- Communication and Electronic Device policy
- QCAA procedures for Endorsement and Confirmation and Quality Assurance in Senior Subjects