



Learning to Assessment Policy Years 10, 11 and 12 2022

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Forest Lake State High School

Learning to Assessment Policy

1. PRINCIPLES – “This is why students are at school – to learn.”

- This policy is underpinned by the QCE and QCIA policy and procedures handbook.
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- Students at Forest Lake SHS undertake units of “Learning” that culminate in a formal “Assessment” task that allows students to display what they know and understand and what they can do.
- **“Completion”** of any task means completion to a standard as close as possible to a student’s potential and not a minimal attempt with little or no link to effective learning.
- During the “Learning” phase students will complete course work with regular, informal teacher checks on understanding. **(Assessment for Learning)**
- Teachers will implement a number of formal checkpoints in the “Learning” phase to check for student understanding to allow for early intervention, if required, and maintain the authenticity of student learning. **(Assessment as Learning)**
- In the formal “Assessment” phase at the end of a unit of work, students will complete one of a variety formal assessment tasks such as assignments, exams, projects, presentations and performances. **(Assessment of Learning)**
- “Learning” and formal “Assessment” must be accessible and equitable for all students.

2. SCOPE – “The policy applies to Senior Secondary.”

- This policy applies to all Year 10, 11 and 12 students (Senior Secondary) and encompasses the whole learning and assessment process. This policy is considered the “point of truth” document for all members of the community around learning and assessment for students in Years 10, 11 and 12.
- This policy underpins separately published procedures to be followed by teachers, HODs, school admin, students, parents and carers. All procedures and forms relevant for students, parents and carers will be accessible on the school website.

3. COURSE WORK – “This is what happens before formal assessment.”

- Students are required to engage with “learning” course work in the lead up to formal assessment.
- Course work includes all lead up learning activities such as individual class tasks, group work, home tasks, excursion work, practice events, rehearsals, revision and reflective self-assessment tasks.
- Successful completion of course work allows teachers to provide ongoing diagnostic feedback to students about their learning to date and what they can do to improve in their course work.
- Completion of course work allows teachers to compile a body of evidence of student learning to support students in the event of non-completion of formal tasks. (See Section 7)
- Student attendance at school is critical for optimal performance in course work and subsequent positive pathway choices. Effective “learning” cannot happen without regular attendance. Expectations are:
 - An attendance rate of above 95%.
 - All periodic short-term absences (one day) must be explained by parents/caregivers through normal school processes.
 - All long-term consecutive absences or pattern of absences (more than one day) that affect learning time and a subsequent ability to successfully complete an assessment item may require documentation around the reasons for the extended absences.
 - This evidence may then be required for a formal Access Arrangements and Reasonable Adjustment (AARA) application for formal assessment tasks. (See Sections 7 and 8)
- Student attendance can be affected by other school provided options as Forest Lake SHS provides significant opportunities for students across multiple course pathways. These include TAFE courses, Traineeships and opportunities through our Programs of Excellence. Students are expected to:
 - Utilise all support opportunities provided to ensure they achieve to their potential in school subjects, not merely pass, in subjects affected by absences due to external opportunities.
 - This may include extra study at home, effective use of time in the Pathways Centre or accessing school facilities where learning can only happen with specialised school resources such as workshops or specific computer software.

4. HOME LEARNING – “The amount will vary for different students but it is real.”

- Home Learning provides opportunities for students to consolidate their classroom learning and to develop healthy learning behaviours required for learning beyond the classroom.
- Home Learning comprises three key areas:
 - Completion of short-term homework set by the teacher.
 - Revision of the work in the four lessons of the day to do a personal check for understanding.
 - Regular and ongoing work on set formal assignments to prevent a rush just before due dates.
- Forest Lake SHS students will always have “Home Learning” and it is not acceptable for students to say “I have nothing to do at home.”
- Home Learning is relevant for all General, Essential, Applied and VET subjects

5. ACADEMIC INTEGRITY – “This shows what a student has learnt themselves.”

- Forest Lake SHS students are responsible for the integrity around their learning. In other words, they are responsible for being an integral part of the learning process and producing assessment tasks that they truly own and understand.
- Initial student engagement in the learning process will be seen through the following:
 - Use of their student planner to enter all home study tasks each day.
 - Use of their student planner to set progress goals.
 - Use of their student planner to map out formal assessment tasks across all subjects.
- Checkpoints will be built into the learning process to allow teachers to identify areas of concern and provide support to students.
- Student skills will be developed in the areas of:
 - Developing note taking and summarising skills.
 - Development of a home study plan to identify 7-14 hours of home study time a week during term.
 - Having a home study plan that caters for family, sporting, cultural, religious and part-time work commitments.
 - Correctly referencing sources and organising the ideas of others to support a point of view.
 - Correctly acknowledging sources used in an assessment response.
 - Preparing personal comprehensive revision plans for examination tasks.
 - Completing the QCAA online Academic Integrity course.
 - Resilience
 - Personal goal setting.
- When developing an assessment instrument, the school will consider how student authorship of final responses will be established. Teachers may consider the following:
 - Set an assessment task that requires each student to produce a unique response.
 - Vary assessment tasks each year so students are unable to use old student responses.
 - Set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.
- Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may consider the following:
 - Monitor, collect or observe progressive samples of each student’s work at various stages. This process could be documented using an authentication record, checklist or photographs.
 - Interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student’s own work.
- Assessment task feedback is an important part of the learning journey and can be written, a performance rehearsal or a product in development. Work used to provide feedback can be used as evidence of student achievement in the case of illness or misadventure, or non-completion of a task for other reasons.
- The final draft submitted should be a close-to-final version of the response. To ensure authentic student work is provided, teacher feedback on the final draft version submitted will:
 - Only be provided on one occasion.
 - Provide feedback only on presented ideas and arguments.
 - Will not add new ideas or correct grammar and spelling.
 - Will not provide an interim level of achievement.

- To establish authorship of final responses, teachers may choose to:
 - Directly compare the responses of students who have worked together in groups.
 - For text, analyse final student responses using Safe Assign in eLearn.
 - Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.
 - Use internal quality assurance processes such as cross-marking if there is more than one class.
- Response length. (Measured in words, pages or time)
 - Tasks that are endorsed by the QCAA for use will be designed to allow students to address the requirements of the tasks within the designated response length.
 - Students will receive guidance on how to ensure responses are within the required response length.
 - Students will be required to develop a response within the required length and respond to draft feedback about the length of their response if it exceeds task requirements.
 - Students will be required to complete a response length declaration for both the final draft submission and the final task submission.
 - Appendix 1 outlines inclusions and exclusions related to the response length for an assignment.
 - Consequences, after the final submission, for exceeding the response length for a task:
 - Assignments – Material in the response after the maximum response length has been reached will not be used in the marking process.
 - Presentation videoed by the teacher – After a two (2) minute and one (1) minute warning, the response will be stopped by the teacher at the maximum response length permitted.
 - Presentation compiled by the student – The teacher will stop viewing the response when the presentation reaches the maximum response length permitted.
 - Response lengths will be followed consistently across all subjects to ensure responses subsequently submitted as samples for the QCAA confirmation of results will not be affected by adjustments made due to excessive response length.

6. ACADEMIC MISCONDUCT – “This is cheating.”

- Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent. (See Appendix 2)
- Consequences for Academic Misconduct:
 - The section of work that is proven to be a result of cheating or plagiarism will not be marked. Remaining sections of work will be used to determine a result. Confirmed by the HOD.
 - In cases where the entire work is proven a result of cheating or plagiarism, students will be allocated a Not Rated result for the task. This may result in a loss of credit for the unit.
 - The relevant subject HOD will determine the final outcome in consultation with the year level Deputy Principal.
 - If a student is suspected of cheating during an exam/test, the work completed will be removed immediately and annotated with time and details. New paper should be issued so the student can complete the remainder of the paper with integrity.
 - Students, parents and carers will be informed of all findings and decisions.
 - Further consequences may include a warning, detentions, suspension or cancellation of enrolment (Years 11 and 12) depending on the severity or frequency of the misconduct.
 - Students found to have provided their responses to other students may also face further consequences. These may include a warning, detentions or suspension depending on the severity or frequency of the misconduct.

7. COMPLETION OF ASSESSMENT TASKS –

“This needs to be carefully planned for by students and families to ensure evidence of learning is collected fairly for all students”

General

- All assessment tasks must be completed at the set time on the set day.
- Family holidays and non-urgent appointments such as a routine dental check-up or driving licence test are not considered acceptable reasons for missing an assessment date.
- For presentation type tasks with multiple presentation dates, all students are required to submit completed components such as palm cards, script or PowerPoint on the set day at the discretion of the class teacher.

Assignments / Projects

- Task responses (draft and final) are due by 4.00pm on the due date and must be directly submitted to the class teacher or any other delegated person such as the subject Head of Department as per the task sheet.
- Assignments are to be submitted in the manner directed by the class teacher as per the task sheet. This may be:
 - Through eLearn.
 - In hard copy.
 - By email.
 - School submission drive
- Computer/printer/email problems will not be accepted as an excuse for late submission.
- Students are responsible for creating multiple backups of their responses. This may be:
 - On two USBs as well as on a computer hard drive.
 - Periodically emailing versions to oneself to have as a backup.
 - Periodically saving versions on the school network or OneDrive.
 - Doing a hard copy print of the bulk of the response well before the final due date.
- If an assignment is due on a day a student is timetabled as “off campus” eg, Traineeship, it is the student’s responsibility to ensure that the assignment has been submitted to the class teacher on or before the due date. If an assignment is not submitted on or before the due date without an approved Access Arrangement and Reasonable Adjustment (AARA), the assignment will be deemed a late submission. (See Section 9)
- If a student is absent on the due date due, every effort should be made on the due date to submit the task electronically to the teacher or have the task delivered to the school front counter, clearly labelled with the student’s name and name of the teacher to receive the response.
- If this is not possible, students, parents and carers will be required to complete an AARA application (see Section 8) and submit it with applicable documentary evidence. This must be done **at least two school days before the due date**. Students will be expected to have demonstrated a satisfactory level of work, commensurate with the timing of the application, for approval to be granted.

- Students, parents and carers, teachers and Heads of Department, will be informed of the outcome of the AARA application within two school days. If not successful, a discussion with the year level Deputy Principal is required to determine subsequent actions. (See Section 9)
- If the application is approved, the student is to liaise with the class teacher and Head of Department to set a revised due date. The student must submit the task on or before the revised due date as advised by the Head of Department.

Exams

- Students are responsible for:
 - Having a clear and accurate understanding of where and when all exams are scheduled.
 - Having all relevant materials for the exam.
- Students cannot sit exams before the set date.
- Students arriving late within 40 minutes of the scheduled starting time will be permitted to sit the exam. No extra time will be granted for a late arrival. After 40 minutes students will not be admitted.
- Students who are late for an exam and believe they have extenuating circumstances may consider applying for an Access Arrangement and Reasonable Adjustment (AARA) after the exam. Exam supervisors cannot make decisions and provide extra time.
- Students cannot leave an internal exam early.
- If a student is absent on the date of an exam, the student or a parent/carer is required to notify the school of the absence by phone or email as early as possible.
- Students are required to meet with their class teacher or head of Department on the first day of their return and arrange a time to sit the exam (if validity can be maintained) or a comparable task to ensure course requirements are met. If it is during a specified exam period with study leave, the student is expected to come in to school on **the first school day after any medical certificate expires**, regardless if they have any other exams or not.
- Students, parents and carers will be required to submit an AARA Application and submit it with applicable documentary evidence as soon as possible. (See Section 8)
- Students, parents and carers, teachers and Heads of Department, will be informed of the outcome of the AARA application within two school days. If not successful, a discussion with the Deputy Principal is required to determine subsequent actions. (See Section 9)
- If the application is successful, the student is to meet with the Head of Department (if not already done) and arrange an alternate time to complete the task or a comparable task in consultation with the class teacher.

Presentations / Performances

- Students are responsible for:
 - Having a clear and accurate understanding of where and when their presentation or performance is scheduled.
 - Having all relevant materials for the task.
- If a student is absent on the date of a presentation or performance, the student or a parent/carer is required to notify the school of the absence by phone or email as early as possible.
- Students, parents and carers will be required to submit an AARA application and submit it with applicable documentary evidence as soon as possible. (See Section 8)
- Students, parents and carers, teachers and Heads of Department, will be informed of the outcome of the AARA application within two school days. If not successful, a discussion with the Deputy Principal is required to determine subsequent actions. (See Section 9)
- If the application is successful, the student is to meet with the Head of Department (if not already arranged) and arrange an alternate time to complete the task in consultation with the class teacher.

Year 12 External Assessment Tasks – Term 4, Weeks 3, 4, 5 and 6.

- It is in the best interest of students to sit all external assessment tasks in year 12 wherever possible, however, the QCAA does not expect students to attend an external assessment against specific written medical advice.
- If a student believes an “Illness and misadventure” condition will prevent them from sitting an external task, they can apply for an Access Arrangement and Reasonable Adjustment (AARA - See Section 8) from 14 days before the start of the assessment period.
- If a student believes an “Illness and misadventure” condition has affected their performance in an external assessment they have 7 days after the after the task to apply for an AARA.
- In cases where an AARA after an external task is approved and the external task has been completed, the QCAA will calculate final subject scores with and without the external task result and apply the best result.
- Students, parents and carers are urged to understand that the requirements for medical evidence in the External Exam program are significant. A medical certificate citing “a medical condition” will not be accepted.
- Failure to sit an External Assessment task without an approved QCAA AARA will mean no result will be awarded for the subject.
- All Year 12 students studying one or more General Subjects will participate in a mandatory and comprehensive External Assessment preparation program to ensure they can best display their highest level of learning.

8. ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) – “This is when student circumstances require assistance to be brought to a level playing field against other students.”

General

- AARA's 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.
- AARA's are designed to ensure all students are operating on a level playing field and are not designed to give students an unfair advantage.
- Students are not eligible for AARA on the following grounds:
 - Unfamiliarity with the English language.
 - Teacher absence or other teacher-related difficulties.
 - Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
 - Matters of the student's or parent/carer's own choosing (e.g. family holidays)
 - Matters that the school could have avoided (e.g. incorrect enrolment in a subject)
- AARA's are either Principal or QCAA approved depending on the situation. (See Appendix 3)
- An AARA application form is available on the school website. (See Appendix 4)
- Students applying for AARA during the Summative Internal Assessments (IA1, IA2 and IA3) during Units 3 and 4 may be required to supply a medical statement from their practitioner. (Template on school website)

AARA Summary

- It is expected the majority of AARA's will be for adjustments needed for **immediate** conditions or temporary injury under the formal heading of “Illness and misadventure”. **AARA applications** need to be made at least two school days before the due date. (See school website for application form or collect from the main school office)
- AARA's can be applied to **temporary conditions** and mental health conditions such as anxiety and depression. The medical evidence will need “currency” of a maximum of six months of age. **AARA applications** for these types of reasons may need consultation with a Deputy Principal and/or Guidance Officer.
- It is expected in **long term** situations that AARA's for cases that are not covered by a current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier the January 1 of the year of the student's Year 10 enrolment. **AARA applications** need to be made and will be managed in consultation with staff members who have the most informed understanding of the student's situation.
- Students covered by an EAP will require the program currency to cover the student's enrolment for Units 3 and 4. These will be managed by the Deputy Principal (Inclusion).
- Medical evidence for a QCAA approved AARA requires a medical statement. The QCAA template is on the school website.

9. CONSEQUENCES FOR NON-COMPLETION WITHOUT APPROVAL –

“This is what will happen if students don’t meet their responsibilities without seeking assistance”.

- In the event a “formal draft” copy of an assessment response is not submitted by the due date and no extension has been granted (See Section 8) a support process will be implemented.
- In the event a “final copy” of an assessment response is not submitted by the due date and no extension has been granted (See Section 8), judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.
- All “final copies” of formal assessment tasks in Units 1 and 2 should be submitted regardless of the evidence being used for a result to ensure the student displays the capacity to continue in the subject.
- When there is no evidence of a response to an assessment task (assignment, exam, presentation or performance) on or before the due date as set by the school, a subject result cannot be allocated and the student will be given a ‘Not-Rated’ (NR).
- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- For Senior Subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment. This may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.
- Students who in the view of Administration and relevant Heads of Department do not complete Senior course requirements may not be able to progress to the next semester in that subject.
- Students in Years 11 and 12 may also have their enrolment cancelled.

APPENDIX 1

Response Length Guidelines

	Word Length	Page Count
Inclusions	<ul style="list-style-type: none">• All words in the text of the response• Title, headings and subheadings• Tables, figures, maps and diagrams containing information other than raw or processed data• Quotations• Footnotes and endnotes (unless used for bibliographical purposes)	<ul style="list-style-type: none">• All pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none">• Title pages• Contents page• Abstract/Executive Summary• Raw or processed data in tables, figures and diagrams• Bibliography• Reference list• Appendices *• Page numbers• In text citations	<ul style="list-style-type: none">• Title pages• Contents page• Abstract• Bibliography• Reference list• Appendices *

*Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.

APPENDIX 2

Types of Academic Misconduct and Examples. (List is not exhaustive)

Type of Misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract Cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying Work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	<p>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. A student completes a response to an assessment in place of another student.</p>
Misconduct during an exam	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>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).</p>
Self-plagiarism	<p>A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>
Significant contribution of help	<p>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</p>

APPENDIX 3

Access Arrangements and Reasonable Adjustments

Type of Assessment	Approval Type Required for Adjustment	
	QCAA Only	Principal Reported
Adjustments for ALL Assessment forms Summative Internal and External Assessment	<ul style="list-style-type: none"> • Extra Time • Rest Breaks 	<ul style="list-style-type: none"> • Bite-sized food • Comparable assessment • Drink • Diabetes management • Individual instructions • Medication • Physical equipment and environment • Varied seating • Vision aids
Adjustments for Summative Internal Assessment only	NA	<ul style="list-style-type: none"> • Extension – <i>Assignments</i> • Comparable assessment - <i>Exams</i> • Paper format • Assistance • Assistive Technology – computer use • a reader and/or scribe • a change of venue or request for alternate venue
Summative External Assessment Only	<ul style="list-style-type: none"> • Paper format • Assistance • Assistive Technology – computer use • a reader and/or scribe • a change of venue or request for alternate venue 	NA
Required evidence	<ol style="list-style-type: none"> 1. QCAA School Report form 2. QCAA Medical Report or approved additional evidence (medical certificate) 	<ol style="list-style-type: none"> 1. ARRA Application form


Forest Lake State High School

 Application for Access Arrangement and Reasonable Adjustments (AARA)
 Year 10, 11 & 12

Step 1 Save this file to your computer and open using Adobe Acrobat. ***Note – Do not fill in the form in your browser. It must be filled in while open on your device in Adobe Acrobat.	Step 2 Fill in the form and attach it along with other evidence, such as a medical statement, to an email and send it to: AARA@forestlakeshs.eq.edu.au	Step 3 Alternatively, complete the form and submit it, along with all supporting documentation, to the student window (students) or front counter (parents-caregivers)
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DETAILS

Surname: First Name: Roll Class:

REASON
 I believe I am eligible for an AARA and have documentation to substantiate this claim.
 The grounds are:

EVIDENCE

Medical Certificate
 Medical Statement
 Existing Approval
 Parent/Carer Note (Year 10 only)
 Other (Please specify below):

REQUESTING

Adjustments to assessments requirements <input type="checkbox"/> Additional time to submit assignments <input type="checkbox"/> Additional time to complete examinations <input type="checkbox"/> Deferred examinations	Adjustments to assessment conditions <input type="checkbox"/> Alternatives for sensory or physical impairment (Please specify below) <input type="checkbox"/> Use of specialised equipment (e.g. keyboard)
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Other educational adjustments (please specify) / notes:

Affected subjects:

Student Signature: Date:

Parent / Caregiver Signature: Date:

(Receipt of this application from the parent/caregiver email on school records will be considered signed. Receipt from another email will require subsequent parent / caregiver confirmation. Student signatures will be required on their return to school if not already obtained.)

NOTES

- Please refer to the Forest Lake SHS "Learning to Assessment" policy when completing this application, especially Sections 7 and 8.
- Students will be expected to have demonstrated a satisfactory level of work, commensurate with the timing of the application, for approval to be granted.