Learning to Assessment Policy
Years 10, 11 and 12

Contents

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 are expected to 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.

- Students are required to engage with all learning tasks prior to formal assessment to ensure all learning objectives defined in a syllabus have been met.

- **"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 of 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 learning activities such as face to face learning, individual class tasks, group work, home tasks, excursion, 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. Where this evidence will be marked in the circumstance where a student does not submit assessment on a due date. (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 90%.
  - 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 will 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.

- A student in Year 11/12 would be expected to complete between 6 – 14 hours of Home Learning a week during their two-year phase of learning encompassing: Units 1, 2, 3 and 4.

- Home Learning comprises three key areas:
  - Completion of short-term homework set by the teacher.
  - Revision of the work from 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 understand and are capable of demonstrating is their own work.

- 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 draft and final due dates of formal assessment tasks across all subjects.

- Checkpoints will be built into each assessment task to allow teachers to identify areas of concern and provide feedback 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 6-14 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 acknowledging and referencing sources, including the responsible use of **Artificial Intelligence (AI)**, and organising the ideas of others to support a point of view.
  - Preparing personal comprehensive revision plans for examination tasks.
  - Resilience to keep going.
  - Personal goal setting.
  - As a part of a student's QCE attainment, all students must complete the QCAA online Academic Integrity course via the myQCE website.
    - Students are to register via the 'Student Portal' using their LUI number and private email address.

- 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 completed in class. This process could be documented using an authentication record, drafts, 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.

- A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work. Drafting allows teachers to monitor student work. Before submitting the **complete or near complete** draft in the same mode as required in the final by the class teacher, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. Drafts must be created to suit the mode of the final, and therefore may be created in a variety of formats and modes:
  - a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History
  - a student presenting a spoken task practise in class and receives feedback on the draft in the mode of the response, e.g. in English a spoken/signed task
  - students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

- To ensure authentic student work is provided, teacher feedback on the draft version submitted will:
  - Only be provided on **one occasion**.
  - Be provided in the same mode as the final (as per each subject requirement).
  - 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.

- Assessment task feedback is an important part of the learning journey and is a consultative process, not a marking process. Evidence collected will be used to provide feedback for a student to improve their final task. If a student does not submit a final task on the due date this evidence will be used as evidence of student work in the

calculation of their assessment result. This will be the in the case of illness or misadventure, or non-completion of a task for other reasons where the student does not qualify for an AARA.

- Feedback on a draft must not compromise the authenticity of student work. The feedback may vary depending on the nature of the task and may include suggestions such as:
  - considering other aspects of the text, report, performance or activity
  - developing the response to show more awareness of the intended audience or purpose
  - rearranging the sequence and structure of the response to prioritise the most important points
  - further investigating a concept to expand the response
  - synthesising the response by editing or removing excess information
  - adhering to the required response length by editing and refining the response, checking for relevance or repetition, etc.
  - adhering to the referencing style required by the task.

- To establish authorship of final responses, teachers or the curriculum HOD may choose to:
  - Directly compare the responses of students who have worked together in groups.
  - For text, analyse final student responses using plagiarism-detection; "Turn It In."
  - Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.
  - Interview a student if their authorship of text, visual, audio visual, performance or spoken/signed responses may have been compromised (e.g. by use of AI), to determine their understanding and familiarity with their response – **See Appendix 1**
  - 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 from their class teachers 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 the final task submission.
  - Appendix 2 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 and Exams – Material in the response will be marked from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
    - 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. (See Appendix 2 for guidance)
  - 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.
  - If upon submission of a final task a response length is identified by teacher as over the required subject specific length, then the teacher must discuss with the HOD if a redaction of the response is appropriate in alignment with the QCAA policies and procedures, section 8.2.6.

- Teachers in consultation with their curriculum HOD will set due dates for all internal assessment, including summative internal assessment. In doing so, they consider a range of factors that suit the school context and the requirements to meet QCAA timelines for quality assurance and reporting activities.

- When scheduling assessment, the school adheres to the syllabus conditions and equitable access for all students, as well as the school context. When determining due dates, the schools has considered the following:
  - monitoring of student progress.
  - ensuring student work is their own.
  - student access to support, and time to work on the assessment.
  - students transferring between schools between terms.
  - school context, e.g. the school calendar (including holidays, and planned school activities such as sports carnivals, performances and excursions), and students released for school-based apprenticeships.

- A student may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, and therefore do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods.

- Students who may be eligible for such considerations, must discuss and provide evidence of these circumstances with the HOD of Senior Pathways no later than 2 weeks prior to the experience or activity. Then, where appropriate, the school may approve student engagement in these experiences. If approved, the school may:
  - support student access to teaching and learning that will allow students to successfully meet assessment requirements. By having the student submit work or complete a comparable exam prior to their departure.
  - Thus maintaining equitable assessment processes, and meeting QCAA quality assurance timelines.

- Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for these considerations.

6. ACADEMIC MISCONDUCT – "This is cheating."

- Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. This includes the misuse of Artificial intelligence (AI) to produce a response. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent. (See Appendix 3)

- 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 curriculum HOD.
  - In cases where the entire work is proven a result of cheating or plagiarism, students will be allocated a not rated for General and Applied/Essential subjects, which will ultimately see the awarding of an Unsatisfactory result for the Unit. Additionally, if a student is awarded a not rated in Units 3 and 4 for a task this will result in a loss of QCE credits for both Unit 3 and 4. An NR will only be used if the student provides no evidence of learning. (Section 9)
  - The relevant curriculum HOD will determine the final decision/outcome in consultation with the year level Deputy Principal and/or HOD Senior Pathways.
  - If a student is suspected of cheating during an internal exam/test, the work completed will be removed immediately and annotated with time and details. A new paper should be issued so the student can complete the remainder of the paper with integrity.
  - If cheating is identified during an External Assessment item, the student will be warned about their behaviour, prohibited materials will be confiscated, and the student may be moved to another room. The student will be allowed to complete their assessment. After the exam the Exam Coordinator will tell the student that a report will be sent to the QCAA about the incident and inform that a penalty may be imposed. The student will be provided an opportunity to provide a written statement to the QCAA concerning the alleged breach. (This only applies to External Exams).
  - 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 by the due date as per the task sheet, by 11:59 pm.

- Family holidays, part time work, attendance at an external learning location (eg WesTEC) 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 due date by 11:59 pm.

- Work cannot be submitted after the due date, unless a student has a previously arranged AARA. If a student does not submit, then only work completed/evidence collected prior to the due date will be used to make a judgment.

Assignments / Projects

- Assignments are to be submitted in the manner directed by the class teacher as per the task sheet. This may be:
  - Through QLearn via "Turn it in".
  - In hard copy.
  - By email.

- Computer/printer/email and other technical problems will not be accepted as an excuse for late submission. Students need to be aware that Access Arrangement and Reasonable Adjustment (AARA) cannot provide support in any scenario involving computer or other technical difficulties.

- 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 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 with applicable documentary evidence. This must be done **at least two school days before the due date**. Students will be expected to have submitted current work to their teacher and 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 curriculum 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 curriculum Head of Department to set a negotiated due date. The student must submit the task on or before the negotiated due date as advised by the Head of Department.

Internal 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.

- For 'Seen' exams in the subjects: English, Literature and English as an additional language or dialect (EAL/D), dates will be allocated across a set window of time (5 school days). Students must attend 2 x 70 minute sessions during that window, unless there is an approved AARA.

- Students **must attend exams as a priority** over any external activity such TAFE, WesTec Traineeship or Diploma of Business. If students have an external activity, they are required to negotiate with the pathways centre and external provider to swap days (this should be negotiated as soon possible – minimum of week in advance).

- 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, parents and carers will be required to submit an AARA Application and submit with applicable documentary evidence as soon as possible. (See Section 8)

- Students are required to meet with their class teacher or curriculum Head of Department on the first day of their return and arrange a time to sit the exam via 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, teachers and curriculum 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 a negotiated 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. Where possible the evidence of the task is to be submitted (even if incomplete) to the teacher. Students, parents and carers will be required to submit an AARA application and submit with applicable documentary evidence as soon as possible. (See Section 8)

- Students, parents and carers, teachers and curriculum 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 a negotiated time to complete the task in consultation with the class teacher.

Year 12 External Assessment Tasks – Term 4.

- 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.

- 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 a student has an illness or misadventure and their performance during the External Assessment was affected, then an AARA application with sufficient evidence will be submitted to the QCAA. If approved 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 IA4 item. Consequently, the student will not be awarded the QCE points for the Unit 3 and Unit 4 course of study. As the Units are considered a pair.

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 / medical condition/s, or other circumstances outside of the student's and their parent/carer's control that may affect their ability to complete 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 eligible for AARA fall into three categories; Long-term and chronic conditions, Short-term conditions and temporary injuries, and Illness/Misadventure. The definition of 'disability' used in Disability Discrimination Act 1992 (Cth) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

- On the due date a student whose ability to attend or participate in an assessment is adversely affected, may be eligible for an AARA through an illness or misadventure application. The following principles as outlined by the QCAA policies and procedures Section 6.5, apply to illness and misadventure applications:
  o The illness or event is unforeseen and outside of the student's and their parent/carer's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
  o An adverse effect can be demonstrated.
  o The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
  o Or, when affected by illness or adverse and unforeseen event leading up to or during the internal assessment session.

- Students are not eligible for AARA on the following grounds:
  o Unfamiliarity with the English language.
  o Teacher absence or other teacher-related difficulties.
  o Matters that the student could have avoided (e.g. misreading an examination timetable, timetable clashes, misreading instructions in examinations)
  o Matters of the student's or parent/carer's own choosing (e.g. family holidays or sporting events)
  o Matters that the school could have avoided (e.g. incorrect enrolment in a subject)

- The school will manage other situations where students are not eligible for AARA, such as school-approved absences for assessment, flexible delivery options (including variable progress) or student transfers.

- AARA's are either Principal or QCAA approved depending on the situation. (See Appendix 4) The AARA application form is available on the school website via the AARA application form. (See Appendix 5) Email the completed form to AARA@forestlakeshs.eq.edu.au. Applications generally require 2 school days to process.

- Students applying for AARA during the Year 12 Summative Internal Assessments (IA1, IA2 and IA3) during Units 3 and 4 are required to supply a medical statement (with specific information) from their practitioner to the QCAA via the school. Download the QCAA medical statement template.

AARA Summary
- **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. Medical documentation must be dated no earlier the January 1 of the year of the student's Year 10 enrolment. **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.

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 draft of an assessment response is not submitted by the draft due date teachers will collect evidence from the student upon their return, and use their discretion with guidance from their curriculum HOD to provide scaled, verbal or whole class feedback.

- In the event a final 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.

- 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).

- For Year 11 and Year 12 Senior Subjects (General, Applied or Essential), an overall subject result for a course of study may not be allocated if a student does not submit or complete the internal assessment. This may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.

- Subjects with an NR rating cannot contribute to the 12 points of core learning that is required to obtain a QCE. In this circumstance the HOD Senior Pathways and or Deputy Principal may engage the student in a subject pathway change.

- 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 unit in that subject. In this circumstance, students may be engaged in a conversation with their Year Level Deputy Principal regarding a cancellation of enrolment.

- Students in Years 11 and 12 who are not on track for their QCE (at any stage) may also have their enrolment cancelled.

Appendix 1: Responsible use of Artificial Intelligence (AI)

GENERATIVE AI
FOR SCHOOL WORK

by: Miriam Scott
scottybreaksitdown.com

ETHICAL USE

CONCEPT EXPLANATION
Can simplify complex concepts

RESOURCE CREATION
Can create flash cards, revision activities, analytical tools

IDEA GENERATION
Can stimulate creative thinking and ideas as a starting point

FEEDBACK & EVALUATION
Can provide instant feedback on work to improve quality before submission

BRAINSTORMING
Create ideas or topics for work to provide different suggestions or perspectives

REVISION
Create activities to help with better understanding and recall

PRESENTATION SKILLS
Can provide suggestions to improve presentation skills

CITATION & FORMATTING
Can provide correct referencing and in-text citation advice

LOCATE SOURCES
Can use to find sources to help with research. Similar to using Wikipedia or Google

UNETHICAL USE

PLAGIARISM
Using AI-generated content verbatim without proper citation or presenting AI-generated work as your own is unethical and is plagiarism. This would be the same if you took a definition from a Google search.

ASSIGNMENT OUTSOURCING
Using AI to create assignments, essays, or projects without any personal input or understanding undermines the learning process and is considered academic dishonesty. This is the same as a tutor or parent creating your work and you claiming it as your own.

MISREPRESENTING ABILITIES
Using generative AI to complete tasks that are beyond your understanding and presenting the results as your own. This is the same as copying someone's assessment or paragraph and tweaking it to make it look different.

IMPROPER REFERENCE CHECKING
Asking to source references and not checking the validity of the information and relevance. Example: Claiming this is where you sourced information, but you only used ChatGPT

Australian Framework for Generative Artificial Intelligence in Schools

The Australian Framework for Generative Artificial Intelligence (AI) in Schools (the Framework) seeks to guide the responsible and ethical use of generative AI tools in ways that benefit students, schools and society. It was developed on behalf of all Education Ministers by the National AI in Schools Taskforce, which includes representatives from all jurisdictions, education sectors and the national education agencies.

Teaching and Learning

Generative AI tools are used to support and enhance teaching and learning.

1.1 Impact: generative AI tools are used in ways that enhance and support teaching, school administration, and student learning.

1.2 Instruction: schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases.

1.3 Teacher expertise: generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom.

1.4 Critical thinking: generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience.

1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability.

1.6 Academic integrity: students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.

Human and Social Wellbeing

Generative AI tools are used to benefit all members of the school community.

2.1 Wellbeing: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community.

2.2 Diversity of perspectives: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases.

2.3 Human rights: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.

Transparency

School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them.

3.1 Information and support: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI.

3.2 Disclosure: school communities are appropriately informed when generative AI tools are used in ways that impact them.

3.3 Explainability: vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.

Fairness

Generative AI tools are used in ways that are accessible, fair, and respectful.

4.1 Accessibility and inclusivity: generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds.

4.2 Equity and access: regional, rural and remote communities are considered when implementing generative AI.

4.3 Non-discrimination: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups.

4.4 Cultural and intellectual property: generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.

Accountability

Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions.

5.1 Human responsibility: teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools.

5.2 Reliability: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose.

5.3 Monitoring: the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed.

5.1 Contestability: members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.

Privacy, Security and Safety

Students and others using generative AI tools have their privacy and data protected.

6.1 Privacy and data protection: generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data.

6.2 Privacy disclosure: school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed.

6.3 Protection of student inputs: students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy.

6.4 Cyber-security and resilience: robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data.

6.5 Copyright compliance: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Access the full framework via the QR code for additional information on its intended purpose and audience.

Appendix 2: Response Length Guidelines

	Word length	Page count
Inclusions	• 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)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/reference list • appendixes† • blank pages
* For example, by-lines, banners, captions and call-outs used in genre-related written responses. † Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

	Response length — duration	Notes

Inclusions	• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music
	• Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation
		• Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is:
		  o produced under exam conditions
		  o in an assessment that requires a continuous response, such as a presentation or recording.

Exclusions	• Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

Appendix 3: Types of Academic Misconduct, with examples.

(List is not exhaustive)

Type of misconduct	Examples
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, materials, or AI • has any notation written on their 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, coded messages, making gestures or sharing equipment with another student.
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.
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 a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	A student arranges for another person or technology 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.
Misconduct during a supervised assessment	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 or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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 or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Appendix 4: 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**	• Extra Time • Rest Breaks	• 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	• Extension – *Assignments* • Comparable assessment - *Exams* • 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	• Paper format • Assistance • Assistive Technology – computer use • a reader and/or scribe • a change of venue or request for alternate venue	NA
Required evidence	1. QCAA School Report form 2. QCAA Medical Report or approved additional evidence (medical certificate)	1. AARA Application form

Appendix 5: FLSHS AARA Application

Forest Lake State High School | AARA Application
Access Arrangement and Reasonable Adjustments (AARA)
Year 10, 11 & 12 **SHORT TERM ONLY** - (Illness & Misadventure)

Step 1	Step 2
a) Save this .pdf file to your computer.	Using Adobe Acrobat, fill in the form and resave as a .pdf file. *Applications that are incomplete, and do not contain full and accurate details may be returned and or delayed. * Applications require two full school days for processing.
b) Upload your assessment now to your teacher. Even if incomplete.	Email: **Your name and year level** in the subject line of the email, and attach your medical certificate, this AARA application and any other documents to: AARA@forestlake.shs.eq.edu.au

Alternatively Print & complete form and bring the medical certificate to the student window or front counter (parents/carer).

Student Details: Surname _____ First Name _____ Roll Class _____

Reason: I believe I am eligible for AARA and have included the documentation in my email for the following reason/s:

Note: The specifics of illness must be included on the medical certificate and or details of misadventure are to be provided.

Evidence: ☐ Medical Certificate/Statement **or** ☐ Guidance Officer Statement

Task/s Requiring Adjustments (See Guidelines on second page for assistance)

Subject & Task Number Eg: English IA1	Due Date DD/MM/YEAR	Teacher Name	Type of Task Assignment/Project

Work to date MUST be submitted to your teacher as a part of this application.

Student Signature: _____ Parent Signature: _____ Date: _____

Note:

- Applications **cannot be made on the due date** of assessment.
  - Assignment/Project/Presentation: student must submit their current work to their teacher. An application can still be submitted, and any applicable AARA may be negotiated based upon the student work to date.
  - Exam: AARA application and supporting evidence is required to be submitted <u>prior to</u> the students return to school.

- Medical Certificates for short-term AARA must be inclusive of the task due 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/carer confirmation.

- Please refer to the Forest Lake SHS "Learning to Assessment" Policy when completing this application, 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.

- As per section 6.4.2 of the QCAA: QCE & QCIA handbook, Provision of AARA by a 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. Further information regarding AARA eligibility and possible AARA is available via QCAA website https://www.qcaa.qld.edu.au/senior/assessment/aara