

# Cleveland District State High School

# Senior School

# Assessment Policy

V1.4

Last reviewed: December 2021



Always Worthy

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## Scope

This policy provides information for teachers, students and parent/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA Policy and Procedures Handbook available from the Queensland Curriculum and Assessment Authority (QCAA) website [www.qcaa.qld.edu.au/senior/certificates-andQCIA-policy-and-procedures-handbook-v2.0](http://www.qcaa.qld.edu.au/senior/certificates-andQCIA-policy-and-procedures-handbook-v2.0) and applies to all Applied, Applied (Essential), General and General Extension subjects.

## Purpose

Cleveland District State High School (CDSHS) is committed to the development of active, compassionate, lifelong learners who have the confidence and abilities necessary to face the challenges of our rapidly changing society. As an accredited CIS (Council of International Schools) school and International Baccalaureate World School, we are committed to continuous improvement and the equitable provision of a quality education. This policy is designed to build capacity as students work towards summative assessment and their QCE completion.

## Principles

Expectations for teaching, learning and assessment at CDSHS are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performances or products that allow students to demonstrate the objectives as outlined in each subject syllabus and should be:

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using established standards to make defensible and comparable judgements about student learning.
- Ongoing, with a range of balance of evidence compiled over time to reflect the depth and breadth of student 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.

Assessment at CDSHS is considered an integral component of student learning and aims to:

- Provide informative feedback for parents, students and staff.
- Empower student learning by providing data for reflection.
- Inform teaching pedagogy and identify differentiation needs.
- Provide data for mandatory reporting on students.
- Provide evidence of student learning for Certification.

## Promoting Academic Integrity

CDSHS promotes academic integrity by developing students' skills, modelling appropriate academic practices and by staff and students completing the QCAA Academic Integrity modules – staff (QCAA Portal), students (MyQCE).

QCE and QCIA policy and procedures handbook	Policy and Procedures
<p><b>Location and communication of policy</b></p>	<p>The CDSHS Senior School Assessment Policy is published on the school website and reviewed annually. All questions regarding this policy should be directed to your student's Dean of students or Curriculum HOD.</p> <p>To ensure that the Senior School Assessment Policy is consistently applied, it will be published to students and parents at the beginning of each year and regularly revisited throughout the year:</p> <ul style="list-style-type: none"> <li>• On Year 10, 11 and 12 Orientation Day.</li> <li>• During Access Lessons.</li> <li>• During SET Planning</li> <li>• When the Semester Assessment Planner is released.</li> <li>• When each task is handed out to students.</li> </ul>
<p><b>Expectations about engaging in learning and assessment</b></p> <p><a href="#">Section 1.2.4</a>  <a href="#">Section 2</a>  <a href="#">Section 8.5.1</a></p>	<p>CDSHS has high expectations for Academic Integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student Responsibility</b></p> <ul style="list-style-type: none"> <li>• Actively participate in all lessons to maximise potential success.</li> <li>• Follow deadlines on the DayMap Assessment Planner and become familiar with this Assessment Policy and the CDSHS Good Standing Policy for Senior Students in Years 10, 11 and 12.</li> <li>• Assume responsibility for learning by being proactive in seeking help, monitoring progress towards academic goals and reflecting on strengths and areas for development.</li> <li>• Maintain good attendance and actively participate in all timetabled classes and activities.</li> <li>• Produce evidence of achievement that is authenticated as their own work.</li> <li>• Submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, all staff and students will complete the QCAA Academic Integrity courses – staff (QCAA Portal), students (MyQCE).</p>
<p><b>Due dates</b></p> <p><a href="#">Section 8.5.2</a>  <a href="#">Section 8.5.3</a></p>	<p><b>School Responsibility</b></p> <p>CDSHS adheres to the QCAA policies around gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the DayMap Assessment Planner.</p>

	<p>All students will be provided with this information by the end of Week 3 each Semester.</p> <p>The DayMap Assessment Planner will:</p> <ul style="list-style-type: none"> <li>• Align with syllabus requirements.</li> <li>• Provide sufficient working time for students to complete the task.</li> <li>• Allow for internal quality assurance processes.</li> <li>• Enable timelines for QCAA quality assurance processes to be met.</li> <li>• Be clear to teachers, students and parents/carers.</li> <li>• Be consistently applied.</li> <li>• Be communicated by the end of Week 3 each semester.</li> <li>• Give consideration to allocation of workload.</li> </ul> <p><b>Student Responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• Regularly checking dates on DayMap.</li> <li>• Planning and managing their time to meet the due dates.</li> <li>• Informing the school as soon as possible if they have concerns around meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• Inform the Head of Department and classroom teacher before the due date.</li> <li>• Provide the school with relevant documentation – eg. Medical Certificate.</li> <li>• Adhere to alternative arrangements for submission of assessment as decided by the school.</li> </ul> <p>All final decisions are at the Principal’s discretion. Refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about arrangements for submission of draft and final responses including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by the due date and where appropriate, via DayMap.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio – hard copy or electronic. Live performances, oral presentations etc will be recorded and stored according to QCAA processes.</p>
<p><b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a></p>	<p>CDSHS is a supportive and inclusive school. Material and texts are chosen with care and in accordance with QCAA guidelines.</p>

## Ensuring Academic Integrity

CDSHS has procedures in place to ensure that there is consistent application of the Senior School Assessment Policy and that staff and students optimise opportunities to understand Academic Integrity.

QCE and QCIA policy and procedures handbook	Policy and Procedures
<p><b>Scaffolding</b> <a href="#">Section 7.2</a></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• Maintain the integrity of the requirements of the task or assessment instrument.</li> <li>• Allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p><b>Checkpoints</b> <a href="#">Section 8.5.3</a></p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• Be detailed on student task sheets.</li> <li>• Monitor student progress.</li> <li>• Be used to establish student authorship in line with Academic Integrity principles.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints and teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>The Senior School Good Standing Policy will be followed when checkpoints are not met (attached to this policy).</p>
<p><b>Drafting</b> <a href="#">Section 8.2</a></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, eg. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission of the final assessment. Students will be strongly encouraged to hand in their best attempt when submitting a draft.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• Provided on a maximum of one draft of each student's response.</li> <li>• A consultative process that indicates aspects of the response to be improved or further developed.</li> <li>• Delivered in a consistent manner and format for all students.</li> <li>• Provided within one week of draft submission.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• Compromise the authenticity of a student response and the principles of Academic Integrity.</li> <li>• Introduce new ideas, language or research to improve the quality and integrity of the student work.</li> <li>• Edit or correct spelling, grammar, punctuation and calculations.</li> <li>• Allocate a mark.</li> </ul>

	<p>A copy of the feedback will be stored with the draft in the student's folio – hard copy or electronic.</p> <p>The Senior School Good Standing Policy will be followed when drafts are not submitted by the due date (attached to this policy).</p>
<p><b>Managing response length</b> <a href="#">Section 7.2.3</a></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit.</p> <p>The teacher will annotate responses accordingly for confirmation purposes, clearly indicated the evidenced used to determine the final mark.</p>
<p><b>Authenticating student responses</b> <a href="#">Section 7.31</a></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>CDSHS uses the authentication strategies promoted by the QCAA. These authentication strategies will be specified on the assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed – see the managing Academic Misconduct section of this policy.</p>

<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> <a href="#">Section 6</a></p>	<p><b>Applications for AARA</b></p> <p>CDSHS is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qcia-handbook-2019">www.qcaa.qld.edu.au/senior/certificates-andqualifications/qce-qcia-handbook-2019</a>.</p> <p>The school's Executive Principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">6.5.1</a> ) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Executive Principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• Unfamiliarity with the English language.</li> <li>• Teacher absence or other teacher-related issues.</li> <li>• Matters that the student could have avoided.</li> <li>• Matters of the student's or parent's/carer's own choosing such as family holidays.</li> <li>• Matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the appropriate Curriculum HOD as soon as possible and submit the relevant supporting documentation. The Curriculum HOD will then consult with the Principal's Delegate.</p>
<p><b>Managing nonsubmission of assessment by the due date</b> <a href="#">Section 8.5</a></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this.</li> <li>• Was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management System by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Students who are NR for a subject will not be able to progress to the next semester until all assessment has been submitted.</p>



<b>Internal quality</b>	CDSHS ensures that assessment instruments are valid, accessible and a reliable
<b>Assurance processes</b> <a href="#">Section 8.5.3</a>	<p>assessment of student achievement by using the quality assurance tools provided by the QCAA before assessment is administered to students. Quality assurance processes are also followed when making judgements about student achievement.</p> <p>It should be noted that all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects may also be subject to advice from the QCAA.</p>
<b>Review</b> <a href="#">Section 9.1</a> <a href="#">Section 9.2</a> <a href="#">Section 9.5</a>	CDSHS has internal review processes for student results (including NR) for all General subjects (Units 1 and 2) and Applied subjects that are equitable and subject to QCAA Quality Assurance processes.

## External Assessment Administration

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> <a href="#">Section 7.3.2</a> <a href="#">Section 10.3</a> <a href="#">Section 10.4</a></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>CDSHS will follow the <i>External Assessment – Administration Guide</i> (provided by the QCAA to schools each year) for the processes, roles and responsibilities of the school external Assessment (SEA) coordinator, teachers and students.</p>

## Managing Academic Misconduct

CDSHS is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student breaches the principles of Academic Integrity and inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• Begins to write during perusal time or continues to write after the instruction to stop writing is given.</li> <li>• Uses unauthorised equipment or materials.</li> <li>• Has any notation written on the body, clothing or any object brought into an assessment room.</li> <li>• Communicates with any person other than a supervisor during an examination, eg. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work CDSHS will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b></p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• More than one student works to produce a response and that response is submitted as individual work by one or multiple students.</li> <li>• A student assists another student to commit an act of academic misconduct; a student gives or receives a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 8.5.1</a> and <a href="#">Section 8.5.2</a>). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• Pays for a person or a service to complete a response to an assessment</li> <li>• Sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>	

	Types of misconduct	Procedures for managing academic misconduct
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>	
<b>Plagiarism or lack of referencing</b>	<p>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).</p>	
<b>Selfplagiarism</b>	<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>	
<b>Significant contribution of help</b>	<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>	

## **Attachment 1: Assessment Conditions – Years 7 to 12**

The length of exams and assignments across Years 7 to 11 should transition students to the requirements of summative assessment in Units 3 and 4.

Advice on assessment techniques and conditions for Years 7 to 10 is available for each subject on the QCAA Website <https://www.qcaa.qld.edu.au/p-10/aciq>. Information on techniques and conditions for Units 1 to 4 is set out in the Senior General, General Extension, Essential and Applied subject syllabuses and resources available on the QCAA Portal via the Syllabus Application.

Academic Integrity is integral to all assessment in Years 7 to 12 and sources need to be acknowledged using the Harvard Referencing system. The school Harvard Style Referencing, Assignment and Note-Taking Guide is published on the school website:

<https://clevelanddistrictshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Library/cdshs-harvard-referencing,-assignment-and-note-taking-guide.pdf#search=harvard%20referencing>

The Teaching Companion for the school Harvard Referencing, Assignment and Note-Taking Guide is also available on the school website:

<https://clevelanddistrictshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Library/cdshs-harvard-teaching-companion-v.14.pdf#search=harvard%20referencing>

Written Responses, spoken/signed responses and exams – when setting assessment, it is important that students can complete the required responses in the time or length set for the exam, written response or spoken/signed response. This will allow students to demonstrate what they know and what they can do. Subject-specific strategies should be put in place to assist students to respond appropriately within the time or length of the set task. This should include model responses that adhere to the required length and demonstrate academic integrity. Feedback on length and academic integrity should be provided to students at checkpoints as a way to assist students to meet the requirements of the task.

Assignments – after all of these strategies have been put in place (task that allows students to respond appropriately in the set word limit, model responses and feedback), if the student's response exceeds the word length set, the teacher should mark the work up to the required length and exclude evidence over the prescribed limit. Including evidence over the prescribed limit disadvantages those students who have adhered to the set word length.

Year	Written Responses	Spoken/signed Responses (Multimodal)	Exams
7 to 8	According to the QCAA, written responses in Years 7 to 8 should range from 400 – 600 words. The school recommends that written responses start at 400 – 500 words in Year 7 and move towards 500 – 600 words in Year 8. All sources should be acknowledged in line with Academic Integrity principles. Evidence over the set word limit should be excluded.	According to the QCAA, spoken or signed responses in Years 7 to 8 should range from 2 to 4 minutes with up to 5 minutes for multimodal presentations. The school recommends that spoken/signed responses should start at 2 to 3 minutes in Year 7 and move towards 3 to 4 minutes in Year 8. All sources used should be acknowledged in line with Academic Integrity principles. Evidence over the set time limit should be excluded.	According to the QCAA, exams in Years 7 and 8 should be no longer than 70 minutes plus 10 minutes perusal. The school recommends that exams start at no longer than 40 – 50 minutes plus perusal time in Year 7 and move towards no more than 60 minutes plus perusal time in Year 8. This will allow exams to be administered in class time (double lesson).
9 to 10	According to the QCAA, written responses in Years 9 to 10 should range from 600 – 800 words. The school recommends that written responses start at 600 – 750 words in Year 9. In Year 10 the word length can move towards 750 – 900 words to accommodate our preparation programs and prepare students for 1000+ written responses in Units 1 to 4. All sources should be acknowledged in line with Academic Integrity principles. Evidence over the set word limit should be excluded.	According to the QCAA, spoken or signed responses in Years 9 to 10 should range from 3 to 5 minutes with up to 6 minutes for multimodal presentations. The school recommends that spoken/signed responses should start at 3 to 4 minutes in Year 9 and move towards 4 to 5 minutes in Year 10. All sources used should be acknowledged in line with Academic Integrity principles. Evidence over the set time limit should be excluded.	According to the QCAA, exams in Years 9 and 10 should be no longer than 90 minutes plus 10 minutes perusal. The school recommends that in-class exams start at 60 minutes plus perusal time in Year 9 so that they can be administered in a double lesson. If exams in Year 9 and 10 need to be longer than 60 minutes plus perusal time, they will need to be split into two separate exams so that they can be administered in two double lessons. The separate exams should be no longer than 45 minutes plus perusal to fit within the QCAA recommended exam length. September exams for Year 10 students can be up to 90 minutes with 10 minutes perusal.
11 and 12	Assessment in Units 1 and 2 should prepare students for Unit 3 and Unit 4 summative assessment as outlined in QCAA General, General Extension, Essential and Applied syllabus documents and resources. Unit 3 and Unit 4 assessment submitted for Endorsement will align with these requirements when prepared through the QCAA Portal Endorsement Application.		

## Attachment 2: Assessment Flowchart

Assessment is a mandatory component of all subjects studied – General, General Extension, Essential and Applied.

**Non-submission** – If assessment is not completed, the student will receive a Not Rated (NR) for that piece of assessment. This means that they will not receive any credit towards the Queensland Certificate of Education (QCE) for that subject.

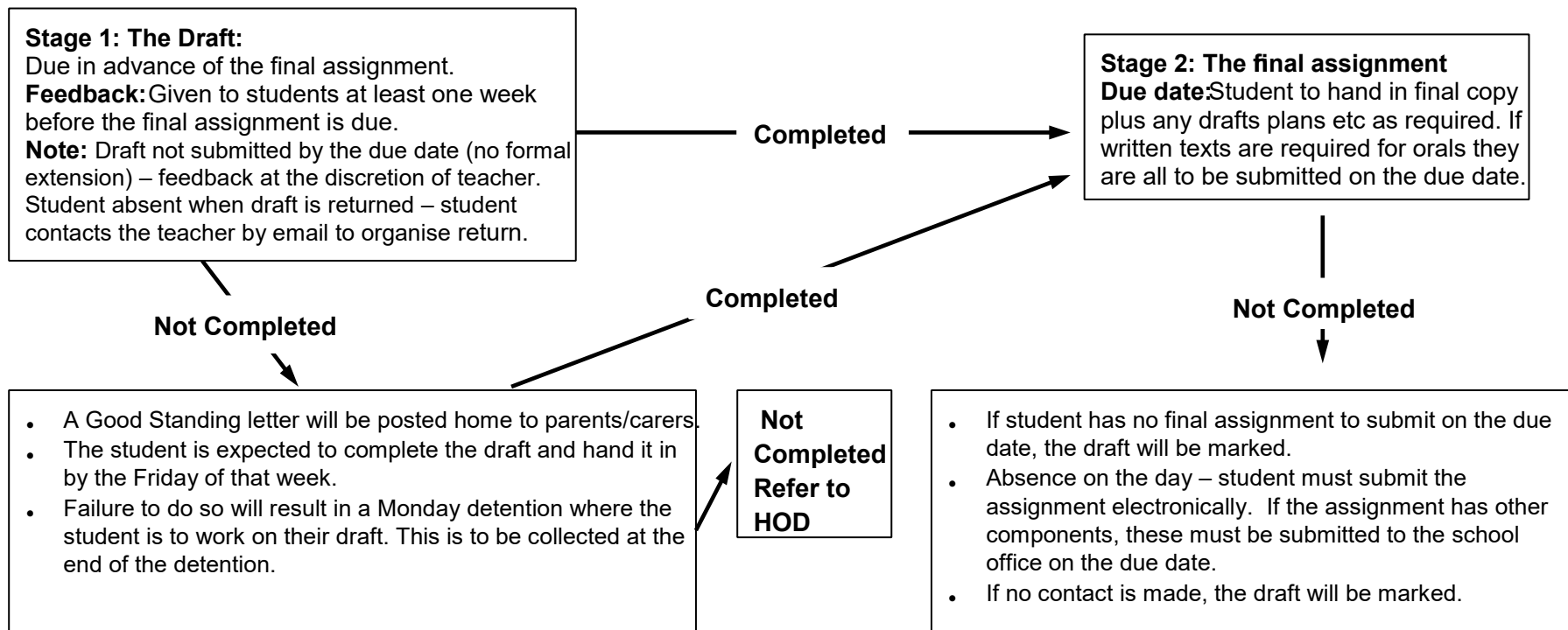
**Late submission** – If an assignment is not submitted on the due date, it will be treated as a Non-submission. If a draft has been submitted, the draft will be marked.

**Exam Absences** – If a student is absent for an Exam (IA1, IA2 or IA3), the student must have documentary evidence (Medical Certificate) to explain their absence. This needs to be submitted to the main office on the day of the Exam. Failure to provide documentary evidence will mean that the student will be NR for that piece of assessment and they will not receive any credit towards the QCE for that subject.

Non-submission, late submission and test absences will significantly impact on the awarding of a QCE.

### Assignments

An Assignment is an extended piece of work requiring both in-school and out-of-school time for completion. **This includes written, practical and oral presentations of any type.** At Cleveland District State High School, the assignment will consist of **two mandatory stages.**



# **Good Standing Policy - Years 10, 11 and 12**

Version 2.1

Last update 20 Jan 2022

The Good Standing Policy should be read in conjunction with the **Senior Secondary Assessment Policy** located on the school's website: <https://clevelanddistrictshs.eq.edu.au/curriculum/senior-secondary>

## **Rationale**

Students in Years 10, 11 and 12 are considered Senior School students at Cleveland District State High. This important phase of learning prepares students for their futures beyond school. The Learning Outcome for all Senior students is a Queensland Certificate of Education (QCE) with a small number of students in our Special Education Program working towards a Queensland Certificate of Individual Achievement (QCIA).

The QCE is Queensland's Senior Schooling qualification and is awarded by the Queensland Curriculum and Assessment Authority (QCAA) to students who have achieved a significant amount of learning at a set standard. To be awarded a QCE, students need to pass the subjects that they have chosen to study including both an English (Literacy requirement) and a Mathematics (Numeracy requirement) subject.

In order to gain the most from their studies, students need to attend regularly, participate fully in the program of study and submit all assessment on time. The Good Standing Policy is a proactive monitoring system that is designed to assist students to achieve their full potential. Although failure to maintain Good Standing can result in detentions, this consequence is put in place to ensure that students catch up on their studies and remain engaged in their education.

The Good Standing Policy also facilitates communication between the school and home. Cleveland District State High School appreciates the important role of parents in supporting their students to meet the obligations of senior studies, including Options Day and Sport detentions when students fall behind or do not meet their assessment requirements.

## **Guidelines**

All Senior School students commence their program of study with "Good Standing". To maintain this status, students need:

- Satisfactory attendance – 92% attendance is expected in the Senior School. Late arrivals and early departures contribute to this rate.
- Satisfactory participation.
- Satisfactory completion of all assessment.

## **Attendance**

QCAA Syllabus documents indicate the minimum hours that students must attend a subject in order to meet the course requirements. If a student is absent, late to school or class, they must catch up on the work missed and demonstrate this to their teacher so that it can be documented that they have met the time requirements of the subject. Good Standing in a subject can be totally withdrawn when a student reaches 8 periods absent without any attempt to catch up on the work missed.

**Absences include:**

- Illness.
- Arriving at school or class late and missing all or part of a lesson.
- Early departures – appointments should be made outside of school hours if at all possible.
- Excursions/school functions.
- TAFE or University courses.
- Traineeship/Apprenticeship industry placements.
- Sporting competitions.

Students can apply for Access Arrangements and Reasonable Adjustments (AARA) if they are absent from school for a period of time due to medical reasons or other extenuating circumstances. It should be noted that AARA can provide for assessment extensions but cannot exempt a student from fulfilling the mandatory assessment requirements of the subject.

**Participation**

Full participation in the program of study is the best way to ensure that students pass their subjects and earn the credits that they need to achieve a QCE by the end of Year 12. To demonstrate participation students are required to:

- Complete all work set in class.
- Attempt all homework.
- Bring the required equipment to class including their laptop.
- Present/complete/produce work in class as required.
- Behave in a way that does not distract themselves or others.

**Assessment**

Assessment is a mandatory requirement of all subjects and students must submit every piece of assessment to be awarded a result and gain credits towards their QCE. This includes assignment drafts. If a student does not hand in a draft by the due date, they will lose Good Standing and will be given a detention to complete the draft. If a student does not hand in a final assignment by the due date, the draft will be marked.

If there is no draft or final assignment to mark, the student assessment folio will remain incomplete. If this occurs, the student will not be able to be rated and will be unable to progress to the next semester. For example, a student who receives a Not Rated for a subject in Semester 1, will not be able to progress to Semester 2; a student who is Not Rated in Semester 2, will not be able to progress to the next year level. This action should not be seen as a punishment as a student who progresses without a result will have insufficient credits to graduate with a QCE.

**Student Monitoring**

Student progress in the Senior School is carefully monitored and the school ensures that every student has a program that will lead to a QCE – International Baccalaureate Diploma Programme, Australian Tertiary Admissions Rank (ATAR) or Vocational program. As students move through the senior phase, they need to take increased responsibility for their own learning. The Good Standing Policy assists students to develop the qualities needed to successfully participate in their chosen post-school options.



# Good Standing Flow Chart

<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>• Absence for 3 periods without any attempt to catch up on work.</li> <li>• Non-participation for 3 periods - participation does not reflect the school's ICARE Philosophy.</li> <li>• Non-submission of assessment/draft by the due date.</li> </ul>	<p>The <b>teacher</b> informs the student that they have been placed on Phase 1.</p> <ul style="list-style-type: none"> <li>• The teacher emails a Phase 1 letter to parents/carers and the student.</li> <li>• Teacher records the Phase 1 as a OneSchool Behaviour Incident (attach a copy of Phase 1 letter) and refers to the relevant Dean and Assistant Dean.</li> <li>• The student attends an Options Day (11/12) or Sport (10) detention with the teacher/Curriculum HOD as arranged to complete the work (or another time negotiated with students and parents if students have another school commitment (traineeship, TAFE course etc).</li> <li>• If the student successfully meets the school's academic expectations for one semester, they will regain their Good Standing in the subject.</li> </ul>
<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>• Absence for a further 6 periods without any attempt to catch up on work.</li> <li>• Non-participation for a further 6 periods - participation does not reflect the school's ICARE Philosophy.</li> <li>• Failure to attend Phase 1 detention.</li> <li>• Non-submission of assessment/draft by the due date.</li> </ul>	<p>The <b>teacher</b> informs the student that they have moved to Phase 2.</p> <ul style="list-style-type: none"> <li>• The teacher emails a Phase 2 letter to parents/carers and the student.</li> <li>• The teacher/Curriculum HOD makes phone contact with parents.</li> <li>• The teacher/Curriculum HOD records the Phase 2 progression as a OneSchool Behaviour Incident (attach a copy of the Phase 2 letter) and records phone contact on OneSchool. This incident is to be referred to the relevant Dean and Deputy Principal.</li> <li>• The student attends an Options Day (11/12) or Sport (10) detention with the teacher/Curriculum HOD as arranged to complete the work (or another time negotiated with students and parents if students have another school commitment (traineeship, TAFE course etc).</li> </ul>
<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>• Absence for a further 4 periods without any attempt to catch up on work.</li> <li>• Non-participation for a further 4 periods - participation does not reflect the school's ICARE Philosophy.</li> <li>• Failure to attend Phase 2 detention.</li> <li>• Non-submission of assessment/draft by the due date.</li> </ul>	<p>The <b>Curriculum HOD</b> informs the student that they have moved to Phase 3.</p> <ul style="list-style-type: none"> <li>• The student is withdrawn from the subject by Curriculum HOD until an interview with the parents/carers.</li> <li>• The Curriculum HOD emails a Phase 3 letter to parents/carers, the student, relevant Dean and Deputy Principal and records this as a OneSchool Behaviour Incident (attach a copy of Phase 3 letter).</li> <li>• The relevant <b>Dean</b> makes phone contact and organises a parent interview.</li> <li>• The Dean consults the student's teachers to gather information on progress across all subjects.</li> <li>• Interview is conducted to renegotiate the student's program/SET Plan.</li> </ul> <p>If the renegotiated program is successful, the student will gradually regain Good Standing. If the renegotiated program is not successful, cancellation of enrolment will be progressed to the next stage.</p>

- Where a student has received Phase letters across multiple subjects and/or reaches Phase 3 in a single subject the Dean and Deputy Principal may enforce subject and/or pathway changes, and may initiate Stage 1 of the Cancellation of Enrolment Process