

**INGHAM STATE HIGH SCHOOL**  
*21st Century Opportunities*

# **ASSESSMENT POLICY**

**YEAR 11 AND 12**



# Year 11 and 12 School Assessment Policy

INGHAM STATE HIGH SCHOOL

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## Scope

This policy provides information for teachers, students and parents/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 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Rationale

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individual students and cohorts. Assessment is the purposeful and systematic collection of information about students' achievements. It is either internally or externally administered. Internal assessment is designed and administered at the school site. External assessment is designed by the QCAA and administered at the school site.

The assessment process involves:

- providing students with opportunities to demonstrate learning
- provides information to students and parents/carers about school expectations for assessment and their responsibilities
- includes guidelines and information to staff, including teachers, Heads of Department and Administration about expectations and their roles and responsibilities in aligning their curriculum and pedagogy
- providing feedback to students that is clear, specific, meaningful and timely
- allowing students to reflect on the learning process and collaboration to support future learning and development
- gathering and recording evidence about student learning and advice for further progress
- using evidence to make overall judgements about student learning
- providing meaningful reports/statements to parents/carers and others

It includes procedures and processes for:

- understanding and enforcing academic integrity and excellence
- managing academic misconduct
- applying for Access Arrangement & Reasonable Adjustments (AARA)
- meeting deadlines for the submission of school-based assessment instruments
- the administration of external exams

## Purpose

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

## Principles

Ingham State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

## ASSESSMENT RESPONSIBILITIES

Everyone has a role to play with regards to assessment as outlined below.

### Students

- All students are responsible for submitting checkpoints, drafts and non-exam assessment items on or before the due date
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged through an Access Arrangements and Reasonable Adjustments (AARA)
- All students must show academic integrity
- Authentication of student work is mandatory
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted via Safe Assign (written assessment) where appropriate within the required timeframe.
- Students complete the QCAA Academic Integrity Course.

### Parents/Carers

- Support and encourage their children to complete and submit all drafts and assessment by the due date
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary
- Awareness and monitoring of student assessment calendar.

### Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage with students at checkpoints, feedback and reflection on their assessment and will be able to articulate reasoning behind judgments of the standards achieved
- Teachers are responsible for informing parents when students do not meet checkpoints or provide drafts to support a judgment of achievement
- Teachers to follow procedures for non-submission of assessment.

### Heads of Department

- Accountable for quality assuring assessment items using the QCAA's Principles of assessment
- In Years 11 and 12, Heads of Department, Teachers and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, and meets the QCAA directives for assessment and submission of student results
- Organise moderation of assessment

## Deputy Principal

- Collate and distribute assessment calendars
- Oversee withdrawal of credit in QCAA Student Management.
- Action Notice of Failure to Submit Assessment without Draft letter
- Track non-submission of assessment drafts and finals

## ASSESSMENT SCHEDULES

During the first three weeks of each semester students will receive an individual Student Assessment Calendar. Changes to the assessment calendar can occur only when the relevant Faculty Head of Department recommends the change. Students need to be given reasonable notice (1 - 2 weeks) of the change in due dates. All students in the class will be notified of amendments. Assessment summaries are available on the school website.

Task sheets will include:

**In submitting your response, you are acknowledging that this work is your own, original work unless otherwise identified. You also give permission for your work to be used as per the Department of Education's guidelines.**

## Promoting academic integrity

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

| QCE and QCIA policy and procedures handbook  | Policy and procedures  |
|--|--|
| <b>Location and communication of policy</b>  | <p>The school assessment policy is located on the school website and in the school prospectus. All questions regarding this policy should be directed to a school Deputy Principal or Head of Department.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>   |
| <b>Expectations about engaging in learning and assessment</b><br><a href="#">Section 1.2.4</a><br><a href="#">Section 2</a><br><a href="#">Section 8.5.1</a> | <p>Ingham State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b><br/>           Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</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, staff and students will complete the QCAA academic integrity courses.</p> |
| <b>Due dates</b>   | <b>School responsibility</b>   |

Section 8.5.2  
Section 8.5.3

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

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3, Semester 1 and 2.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

#### **Student responsibility**

Students are responsible for:

- recording due dates in their Student Planner
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:

- inform the head of department and classroom teacher as soon as possible
- provide the school with an AARA and relevant documentation, e.g. medical certificate or other formal evidence
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

#### **Extensions to due dates**

Extensions can only be granted where valid reasons are given and where the new date complies with QCAA and Department of Education policies and timelines. Extensions can only be applied for using the AARA extension for illness or misadventure application within the timeframes specified.

Students must collect an application for an AARA from the corridor beside the General Office in the Administration building or the forms are available on the school website.

- Applications for extensions to assignments must be made at least two (2) school days before the due date.
- Applications for an exam to be sat at a later date must be made no later than the scheduled date of the exam.

The reason for applying for an extension cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

Medical certificate is required for an illness/injury and must include:

The illness, condition or event (including diagnosis where applicable)

- Date, onset or occurrence
- Symptoms, treatment or course of action
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment

Any non-medical absence will require written evidence from a relevant independent professional or other third party such as funeral/death notice or police report.

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|   | Only the Principal is able to approve AARA applications.  |
| <b>Submitting, collecting and storing assessment information</b><br><a href="#">Section 9</a> | <p>Assessment instruments will provide information about Ingham State High School’s 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 <b>on or before the due date</b>.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Ingham State High School’s Teacher Planner page 14.</p> |
| <b>Appropriate materials</b><br><a href="#">Section 7.1</a><br><a href="#">Section 8.5.3</a>  | Ingham State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.   |

## Ensuring academic integrity

Ingham State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

| QCE and QCIA policy and procedures handbook         | Policy and procedures  |
|---|--|
| <b>Scaffolding</b><br><a href="#">Section 7.2.1</a> | <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>  |
| <b>Checkpoints</b><br><a href="#">Section 8.5.3</a> | <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.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Include checkpoints on student assessment task sheets</li> <li>• Monitor student progress</li> <li>• Clarify assessment expectations for students (e.g. task requirements, how judgments are made)</li> <li>• Discuss progress towards the task completion</li> <li>• Help students develop strategies to submit assessment by the due date</li> <li>• Gather evidence on or before the due date</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Provide points of intervention, if needed</li> <li>• Embed authentication strategies</li> </ul> <p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>• Meet checkpoints</li> <li>• Clarify assessment requirements if they need support</li> </ul> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>  |
| <p><b>Drafting</b><br/> <a href="#">Section 7.2.2</a><br/> <a href="#">Section 8.3</a></p> | <p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>All written drafts must be a close-to-final piece of work. Subjects may also have checkpoint dates when students will be required to show evidence of progress towards final response submission. Draft due dates and checkpoint dates are shown on the task sheet. An achievement grade cannot be awarded for a draft however drafts can be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p><b>During the drafting process teachers will:</b></p> <ul style="list-style-type: none"> <li>• indicate aspects that need to be improved and give feedback allowing</li> </ul> <p>students to refine their responses</p> <ul style="list-style-type: none"> <li>• provide written feedback on a draft of each student’s assessment</li> <li>• provide written feedback only on a draft submitted by the draft due date</li> <li>• provide a summary of their feedback and advice to the whole class</li> <li>• return drafts within one week of the final due date</li> <li>• not award a notional result or level of achievement on the draft</li> <li>• keep evidence of drafts e.g. copies of the draft submitted, notes on rehearsals or checkpoints, photographs of product development</li> </ul> <p><b>During the drafting process students will:</b></p> <ul style="list-style-type: none"> <li>• submit a completed draft by the date and time as indicted on the task sheet via the School’s preferred plagiarism-detection software and where required a physical copy of the task</li> </ul> <p><b>During the drafting process parents will:</b></p> <ul style="list-style-type: none"> <li>• encourage and support their child to submit drafts on time</li> <li>• read drafts</li> <li>• provide oral feedback to the child on points such as spelling, grammar, punctuation and calculations</li> <li>• ensure private tutors adhere to this assessment policy, with respect to</li> <li>• academic integrity</li> </ul> <p><b>Written feedback on drafts for Senior Applied, Applied Essential, General, General Extension and Short Courses:</b></p> <ul style="list-style-type: none"> <li>• Must not compromise the authenticity of a student response by adding ideas</li> <li>• Must not edit or correct grammar and spelling but note in feedback</li> <li>• Is provided on a maximum of one draft for each student’s response</li> <li>• Is stored as an electronic/hard copy of the draft in the student’s folio</li> </ul> <p><b>Failure to submit a draft</b></p> <p>If no draft work is submitted, the class teacher will contact the parent/carer via email and/or telephone. The class teacher will also email a ‘Notice of Failure to Submit Assessment Draft’ letter to the parent/carer. The class teacher will record the ‘contact’ on One School with a copy of the ‘Notice of Failure to Submit Assessment Draft’ also uploaded and refer the contact in One School to the Year Level Deputy. The class teacher will actively encourage the student to complete and submit their draft by 3.00 pm on the following school day.</p> <p>The Year Level Deputy will utilise the withdrawal room for the student to complete a draft where possible.</p> |

If a student has an approved AARA that requires an extension of time, this student is given an adjusted draft and due date.

**Managing response length**  
Section 7.2.3

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit
- where appropriate, provide 15 minutes annotation time to redact text to meet word length on written assessment only (not exams). This is most likely to occur in the lesson after the due date.

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

**Guidelines about the length of a written response**

Elements to be included in or excluded from the word length or page count of a written response are provided in the table below:

|            | Word Length  | Page Count   |
|------------|--|--|
| Inclusions | <ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and sub-headings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul> | <ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>  |
| Exclusions | <ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes *</li> <li>• page numbers</li> <li>• in-text citation</li> </ul>                                   | <ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> </ul> |

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

**Guidelines about the length of a non-written response**

|            | Response Length – Duration   |
|------------|--|
| Inclusions | <ul style="list-style-type: none"> <li>• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including</li> </ul> |



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|  |   | <p>introductory slides or excerpts such as video or music</p> <ul style="list-style-type: none"> <li>• Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li> </ul> |
|  | Exclusions  | <p>Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</p>   |
| <p><b>Authenticating student responses</b><br/>Section 7.3.1</p> | <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Ingham State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on 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.</p> <p>To establish authorship of final responses:<br/><b>Teachers may:</b></p> <ul style="list-style-type: none"> <li>• directly compare the responses of students who have worked together in groups</li> <li>• for text, analyse final responses using plagiarism-detection software</li> <li>• interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses</li> <li>• use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort</li> </ul> <p><b>Students are required</b> to demonstrate authenticity of their work by:</p> <ul style="list-style-type: none"> <li>• completing responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses participating in authentication processes as required by Ingham State High School such as:</li> <li>• signing a declaration of authenticity</li> <li>• submitting a draft</li> <li>• submitting a final response using plagiarism-detecting software, where required</li> <li>• participating in interviews during and after the development of the final response</li> </ul> <p><b>Inability to establish authorship:</b><br/>To make judgments about student achievement, teachers must have sufficient evidence of the student’s own knowledge and skills to match with the relevant marking guide or standards. Responses that are not the student’s own cannot be used to make a judgment.</p> <p>When authorship of student work cannot be established, or a response is not entirely a student’s own work, Ingham State High School will:</p> <ul style="list-style-type: none"> <li>• provide an opportunity for the student to demonstrate that the submitted response is their own work</li> <li>• make a judgment about the student’s knowledge and skills using the parts of the response that can be identified as the students own work. In these instances, judgements about student achievement are made using the available student work and relevant marking guide.</li> </ul> |   |

**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**

**Section 6**

**Applications for AARA**

Access Arrangements and Reasonable Adjustments (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.

Ingham State High School follows the processes as outlined in the QCE and QCIA Policy and Procedures Handbook. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA. All AARA applications for summative assessment in Units 3 & 4 in Year 12 require QCAA approval.

Access arrangements and reasonable adjustments (AARA) can be granted for:

- Long-term conditions that are unlikely to improve over time:

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

- Short-term conditions or temporary injuries:

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including some mental health conditions is to be dated:

- for summative internal assessments in all General and Applied subjects and Short Courses, no earlier than six months prior to the relevant Units 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

**Long term or Chronic Illness:**

Ingham State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019).

The school principal or QCAA manages approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided

- matters of the student's or parent's/carer's own choosing (eg family holidays, sport representation)
- matters that the school could have avoided.

**Applications for extensions due to unforeseen illness or misadventure:**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

To make an informed decision about an illness and misadventure application in Senior Schooling, Ingham State High School and the QCAA require a report that includes the following details:

- diagnosed illness, condition or event
- date range of illness
- for non-medical claims, written evidence from a relevant independent

professional or other independent third party.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with English language
- teacher absence or other teacher related difficulties
- matters that the student could have avoided eg misreading the exam timetable.
- matters of the student's or parent's /carer's own choosing eg family holidays or sporting events.
- matters that the school could have avoided

The following principles apply:

- an illness or misadventure application cannot be made for the same

condition or circumstances for which QCAA approved AARA has been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred which diminished the student's performance in external assessment.

- the illness or event is unforeseen and beyond the student's control.
- an adverse effect must be demonstrated.
- the situation cannot be of the student's own choosing or that of their

parents/carers, such as a family holiday.

- misreading an assessment timetable is not adequate grounds to apply for AARA - illness and misadventure.

**Timelines for illness and misadventure**

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances. Students need to collect an AARA application from the corridor beside the General Office and complete the application and then submit to the appropriate year level Deputy support staff in A08. For Year 11 and 12 students where the illness and misadventure cause an impairment arising from a medical condition then an 'Access Arrangements and Reasonable Adjustments Application Form" with the accompanying QCAA Medical Report must be submitted to the General Office.

**Illness during external assessment**

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

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|  | <p>An application for illness and misadventure for external assessment may be made by a student, or by the school on behalf of the student or groups of students.</p> <p>An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.</p> <p>The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.</p> <p>A student who cannot attend an exam must notify the Year Level Deputy Principal or the Senior External Assessment (SEA) Coordinator as soon as practical. Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.</p> <p>No alternative arrangements can be made if a student does not attend a scheduled written examination.</p>   |
| <p><b>Managing non-submission of assessment by the due date</b><br/> <a href="#">Section 8.5</a></p> | <p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p><b>Non-submission of Senior Assessment</b></p> <ul style="list-style-type: none"> <li>• teachers will collect progressive evidence of student responses at the prescribed checkpoints</li> <li>• evidence includes but is not limited to: <ul style="list-style-type: none"> <li>• unmarked drafts</li> <li>• classwork</li> <li>• rehearsal notes</li> <li>• photographs of student work</li> <li>• teacher observations</li> </ul> </li> <li>• the exact nature of the evidence is detailed in the checkpoints on the task sheets</li> <li>• if a student is eligible for an extension (AARA) and a provision for submission is granted, this becomes the new due date or condition for this student</li> <li>• it is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards</li> <li>• for Applied subjects, an E cannot be awarded when there is no evidence for that standard</li> <li>• for General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence of that standard</li> <li>• for Short Courses, an E cannot be awarded when there is no evidence for that grade.</li> </ul> <p>In all of the cases referred to above, the only result that can be awarded is Not-Rated (NR). The faculty Head of Department notifies the Year Level Deputy Principal. The Year Level Deputy Principal will email a Notice of Failure to Submit Assessment without a draft (Year 11-12) to the parents (Appendix 4).</p> <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded</p> |

using any evidence from the preparation of the response that is available on or before the due date that is in the same mode as the required response.

**Process for Failure to a draft:**

**Teacher responsibilities:**

If no draft is submitted (and no AARA approved prior) on draft due date, the teacher needs to email the "Failure to Submit Assessment Draft" text to the parent/carer. If no email is available, a phone call should be made and a letter sent.

Teacher to record in contacts on One School with the text. The One School contact needs to be referred to the Curriculum HOD and the Year Level Deputy Principal.

~~If the student fails to submit their draft by 3 pm the next school day, the teacher is to complete a One School referral with behaviour category "Refusal to participate in a program of instruction", attach a copy of the assessment task attached and refer to Year Level DP and Admin Assistant.~~

All letters and text to be used in the body of the email can be found in:  
G:\Coredata\Curriculum\Assessment Policy\

**Process for Failure to Submit Final Assessment without draft:**

If no final is submitted on due date and no AARA has been approved prior, the teacher needs email the "Failure to Submit Final Assessment without a Draft" text to the Curriculum HOD and Year Level DP within one working day. The parent/carer is notified in this letter that the loss of QCE credit has occurred.

Year Level DP to email text to parent/carer. If no email is available, a phone call should be made and a letter sent. Year Level Deputy to record in contacts on One School with a copy of the text or letter and referred to Senior Schooling Head of Department and Curriculum Pathways Deputy for recording for QCAA.

Teacher to complete One School referral with behaviour category "Refusal to participate in a program of instruction" indicating final not submitted and no draft and include subject and due date, and refer to Year Level DP, curriculum HOD and SS TA.

**Non-submission of VET**

Prior to the uploading of VET data to SMS the teacher will inform the student and email to the parent/carer the 'Notice of competencies not completed' text and will record this as a 'contact' in One School. Students who are behind in the completion of VET competencies will be required to attend outside of class time. This will be negotiated with the teaching staff and Head of Department.

**Exam expectations**

If a student is not present on the day, the teacher must take a copy of the comparable exam to the Year Level DP and inform the DP of:

- Date of exam missed
- Name of student
- Subject
- Teacher name

This must be done ASAP to allow timely follow up. If an AARA is applied for and approved, a copy will be emailed to you by Senior Schooling Admin Officer. Only if an AARA is approved will students be able to sit the exam.

Please note: If there are multiple students who miss the exam, Year Level DP and Admin Assistant will organise a common time for all to sit the comparable exam.

## Failure to Submit Assessment – Quick Reference Guide

| Failure to Submit a draft  | Failure to submit assessment with a draft   | Failure to submit assessment without a draft  | Failure to submit to complete an exam  | Failure to submit VET assessment   |
|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>•No draft submitted on due date and no AARA</li> <li>•Teacher completes “Failure to submit Assessment draft” email and sends to parents/carers</li> <li>•If no email is available teacher rings home and posts letter</li> <li>•Teacher to record contact in one school, attaching the letter where appropriate</li> <li>•Teacher to include in the contact the subject/subject code and assessment number eg IA2 and refers contact to Curriculum HOD and Year Level Deputy Principal</li> <li>•Teacher to email a list of names to HOD</li> </ul> | <ul style="list-style-type: none"> <li>•No final submitted on due date and no AARA</li> <li>•Teacher to complete “Failure to submit Final assessment with a draft” email and sends to parents/carers within one working day</li> <li>•If no email available teacher rings home and posts letter</li> <li>•Teacher to record contact in one school, attaching the letter where appropriate</li> <li>•Teacher to include in the contact the subject/subject code and assessment number eg IA2 and refers contact to Curriculum HOD and Year Level Deputy Principal</li> </ul> | <ul style="list-style-type: none"> <li>•No final submitted on due date and no AARA</li> <li>•Teacher to complete “Failure to submit Final assessment without a draft” text and email to Curriculum HOD</li> <li>•HOD to check accuracy and email text to the Year Level DP</li> <li>•DP to notify parent/carer of QCE credit loss via email/phone call home and record on One School contacts</li> <li>•If no email available, DP posts letter</li> <li>•DP to include the subject/subject code and assessment number eg IA2</li> </ul> | <ul style="list-style-type: none"> <li>•Teacher must notify DP of absent students on the day of the exam providing</li> <li>•DP to contact home on day of exam and send AARA paperwork</li> <li>•DP to notify of Not Rated result and loss of QCE credit if no AARA applicable</li> <li>•Teacher must provide a copy of a comparable exam to the DP if AARA is approved</li> <li>•DP organises student to sit the comparable exam if AARA is approved</li> </ul> | <ul style="list-style-type: none"> <li>•If coursework is not submitted and no AARA by due date teacher completes the “VET competencies not submitted by due date” text and emails to parents/carers</li> <li>•If no email available teacher is to make a phone call and post letter</li> <li>•Teacher to include in the contact the VET coursework not submitted and include a summary of the assessment tasks and due date</li> <li>•Teacher refers contact to Curriculum HOD and Year Level Deputy Principal</li> <li>•Appropriate times will be organised to complete competencies with teachers and HOD</li> </ul> |

Internal quality assurance processes  
[Section 8.5.3](#)

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

- **quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA**
- **quality assurance of judgments about student achievement.**

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

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

Review  
[Section 9.1](#)  
[Section 9.2](#)  
[Section 9.5](#)

Ingham State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

## External assessment administration

| <a href="#">QCE and QCIA policy and procedures handbook</a>   | Policy and procedures  |
|---|--|
| <p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b><br/> <a href="#">Section 7.3.2</a><br/> <a href="#">Section 10.3</a><br/> <a href="#">Section 10.4</a></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p> | <p>External assessment is:</p> <ul style="list-style-type: none"> <li>• common to all schools</li> <li>• administered by schools under the same conditions at the same time</li> </ul> <p>and on the same day</p> <ul style="list-style-type: none"> <li>• summative and contributes to the overall result</li> <li>• developed and marked by the QCAA according to a commonly applied marking scheme</li> <li>• not used in Applied subjects</li> </ul> <p>All external assessment for General and Applied Essential subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result. Some external assessments cover Units 3 and 4.</p> <p>The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website mid-year.</p> <p>Students must complete external assessment on the date published on the QCAA website.</p> <p>The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.</p> <p><b>Late Arrival to an Examination</b></p> <p>If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment</p> |

are permitted entry into the assessment venue to complete the assessment. No extra time is granted.

## Managing academic misconduct

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

|  | Types of misconduct  | 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, e.g. 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 the school 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 response 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. In the event that student work cannot be authorised as their own work a Not Rated will be awarded.</p> <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>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>   |  |
| <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>   |  |
| <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>  |  |



|  | Types of misconduct   | Procedures for managing academic misconduct  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>  | <p><b>Academic Referencing</b></p> <p>Students are expected to adhere to the school preferred referencing format – <b>APA</b> – as described in the Student Planner and on the school website.</p> |
| <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>  | A student distracts and/or disrupts others in an assessment room.   |  |
| <b>Plagiarism or lack of referencing</b> | 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).  |  |
| <b>Self-plagiarism</b>                   | A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.  |  |
| <b>Significant contribution of help</b>  | 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.  |  |

### Consequence of Academic Misconduct

Academic misconduct could result in students:

- receiving a Not Rated for assessment task
- loss of QCE credit for the unit /s
- suspension
- cancellation of enrolment

## Related school policy and procedures

Refer to other school policies as appropriate:

- behaviour management policy
- VET Handbook and policies
- internal moderation policy (including school procedures for endorsement and confirmation)
- Teacher and Student Handbook.

**NOTICE OF FAILURE TO SUBMIT ASSESSMENT DRAFT (Year 11 - 12)**

|                  |                 |
|------------------|-----------------|
| STUDENT:         | FORM CLASS:     |
| TEACHER:         | SUBJECT:        |
| ASSESSMENT TASK: | DRAFT DUE DATE: |

Date:

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment draft outlined above. A draft must be submitted to guarantee academic integrity through authorship of the work and to receive feedback to ensure that work is progressing satisfactorily. Drafts, when submitted, are to be a complete piece of work. It should be noted that failure to complete mandatory aspects of a course will result in a Not Rated (NR) result. For senior students this will result in loss of QCE credit and possible ATAR eligibility.

The school and teacher have supported students with this task by:

- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Learning Place.

The student's responsibility is to record the assessment dates from their Student Assessment Calendar into their diary and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an AARA where there are valid reasons.

A draft was not submitted to receive feedback and in addition to this:

- Checkpoints were not met.
- No evidence of work has been sighted by the teacher. (Classwork, rehearsal notes, photographs, teacher observations)
- An application for extension or AARA was not sought or granted.

It is a priority for all students at Ingham State High School to satisfy the QCAA requirements of the course of study. Your child must now complete and submit the draft by 3 pm the next school day. If this extended deadline is not met, your child will be referred to the Year Level Deputy. The teacher will keep a copy of the late draft as evidence.

You can assist by talking to your child about the situation, contacting me to find out about your child's progress and encouraging the completion of the draft to be submitted by the end of the next lesson.

Yours sincerely

Teacher: \_\_\_\_\_ Head of Department: \_\_\_\_\_ Principal: \_\_\_\_\_

**NOTICE OF FAILURE TO SUBMIT FINAL ASSESSMENT WITH A DRAFT (Year 11 - 12)**

|           |  |
|-----------|--|
| STUDENT:  | TEACHER:                                   |
| SUBJECT:  | ASSESSMENT TASK :                          |
| DUE DATE: | DRAFT : <input type="checkbox"/> Submitted |

Date:

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment item outlined above. To receive an overall subject result for a course of study, a student must complete all required assessment outlined in the syllabus. Failure to do this will result in loss of QCE credit and possible ATAR eligibility. When a student does not submit a response to an assessment instrument on or before the due date, a result is awarded using the submitted draft evidence.

The school and teacher have supported students with this task by:

- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Learning Place.
- Providing feedback on the assessment draft

The student's responsibility is to record the assessment dates from their Student Assessment Calendar into their diary and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an AARA where there are valid reasons.

Your child did not submit the following final:

- ASSIGNMENT    FOLIO/PROJECT    PERFORMANCE    PRODUCT    OTHER

and

- Your child was absent for a group presentation/performance.
- An application for extension or AARA was not sought or granted.

As a result, the draft will be marked and used to award a result. This may impact on achievement of a Queensland Certificate of Education (QCE) and if your child is eligible, may affect ATAR calculations at the end of Year 12.

Please contact the school if you have any further queries in regard to this assessment item.

Yours sincerely

Teacher: \_\_\_\_\_ Head of Department: \_\_\_\_\_ Principal: \_\_\_\_\_

NOT FOR USE

**NOTICE OF FAILURE TO SUBMIT FINAL ASSESSMENT WITHOUT A DRAFT (Year 11 - 12)**

|           |   |
|-----------|---|
| STUDENT:  | TEACHER:  |
| SUBJECT:  | ASSESSMENT TASK :   |
| DUE DATE: | DRAFT : <input type="checkbox"/> Not submitted for feedback |

Date:

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment item outlined above. To receive an overall subject result for a course of study, a student must complete all required assessment outlined in the QCAA syllabus. Failure to do this will result in loss of QCE credit and possible ATAR eligibility.

The school and teacher have supported students with this task by:

- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Learning Place.
- Providing feedback on the assessment draft

The student's responsibility is to record the assessment dates from their Student Assessment Calendar into their diary and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an AARA where there are valid reasons.

Your child did not submit the following final:

- ASSIGNMENT  FOLIO/PROJECT  PERFORMANCE  PRODUCT  OTHER

and

- A draft was not submitted to receive feedback.
- Your child was absent for a group presentation/performance.
- An application for extension or AARA was not sought or granted.

As a result, your child has now received a not rated result and without an approved AARA will no longer be eligible for the QCE credits.

- Unit 1 – 1 QCE credit
- Unit 2 – 1 QCE credit
- Unit 3 and 4 – 2 QCE credits

This may impact on achievement of Queensland certificate of Education (QCE) and if your child is eligible, may affect ATAR calculations at the end of Year 12. Multiple incidents of non-rating leading to withdrawal of credit is considered non-engagement in a course of study and may lead to cancellation of enrolment.

Please contact the school if you have any further queries in regard to this assessment item.

Yours sincerely

Teacher: \_\_\_\_\_ Head of Department: \_\_\_\_\_ Principal: \_\_\_\_\_

**NOTICE OF VET COMPETENCIES NOT SUBMITTED BY THE DUE DATE**

|                       |                   |
|-----------------------|-------------------|
| STUDENT:              | TEACHER:          |
| CODE / QUALIFICATION: | ASSESSMENT TASK : |
| DUE DATE:             |                   |

Date:

Dear Parent/Carer

This notice is to inform you that your child has failed to submit evidence towards VET competencies and is at risk of not completing the full qualification. The following units of competency have not been submitted:

Unit/s of Competency:

\_\_\_\_\_

Due to the nature of competency-based assessment, it is essential that students demonstrate competence in a range of situations. Students may resubmit work until competence is demonstrated.

The school and teacher have supported students by:

- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete tasks.
- Setting homework activities for students to complete.
- Providing scaffolding / guides / checklists / exemplars to students.
- Providing resources for students in the Learning Place or on the school curriculum drive.
- Providing extra assistance to students, on request, at break times and/or via email.

The student's responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar, to plan and manage their time to meet the due dates and to respond to feedback and resubmit work where directed. It is a priority for all students at Ingham State High School to satisfy the requirements of the course of study.

Failure to complete competencies will result in your child not achieving the full certificate qualification. For senior students this will result in loss of QCE credit. Not completing a Certificate III or IV qualification can affect ATAR calculations at the end of Year 12.

As a result, your child will be required to attend a catch-up session in the next assessment block.

You can assist by talking to your child about the situation, contacting me to find out about your child's progress and ensuring that your child completes the work preferably prior to the next assessment block

Yours sincerely

Teacher: \_\_\_\_\_ Head of Department: \_\_\_\_\_ Principal: \_\_\_\_\_

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## Year 11 and 12 Illness and Misadventure - Access Arrangements and Reasonable Adjustments (AARA)

This document is required if you need an extension of a due date, draft date or were absent for an exam due to:

- Illness
- Unforeseen event beyond student's or family's control

Be aware that you are ineligible to apply for an AARA on the grounds of:

- Students being unfamiliar with the English language
- Teacher related difficulties
- Matters that the student could have avoided eg misreading the exam timetable or due date
- An event of the student or parents/carers choosing eg family holiday

QCAA requires a report that includes the details below. 'Part C' is attached to make this easier however, a doctor's certificate with the information below is also acceptable.

- The illness, condition or event (including diagnosis where applicable)
- Date, onset or occurrence
- Symptoms, treatment or course of action
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- Non-medical claims – written evidence from a relevant independent professional or other third party such as funeral/death notice or police report

This AARA should be submitted prior to the assessment due date except in exceptional circumstances.

Name ..... Care  
Class .....

Reason for AARA:

- Illness
- Unforeseen circumstances

Documentation provided:

- Doctor's certificate or Part C completed with above information  Death/funeral notice
- .....
- .....

Are you applying for this AARA due to:

- Absence for an exam/test
- Request for extension of due date

Subject(s) for which this application is being made: .....

***If the AARA request is for a long-term condition or student with a verified disability please contact the General Office for the correct process.***

Tick the option that you are applying for:

Subject .....

Non-exam Original Due Date  
.....

Exam Original Exam Date .....

Compete each section below if you are applying for more than one subject.

Subject .....

Non-exam Original Due Date  
.....

Exam - Original Exam Date .....

Subject .....

Non-exam Original Due Date  
.....

Exam - Original Exam Date .....

Subject .....

Non-exam Original Due Date  
.....

Exam - Original Exam Date .....

Subject .....

Non-exam Original Due Date  
.....

Exam - Original Exam Date .....

GENERAL OFFICE USE ONLY

New Draft Date ...../...../.....

New Due Date ...../...../.....

New Exam Date ...../...../.....

New Draft Date ...../...../.....

New Due Date ...../...../.....

New Exam Date ...../...../.....

New Draft Date ...../...../.....

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New Draft Date ...../...../.....

New Due Date ...../...../.....

New Exam Date ...../...../.....

New Draft Date ...../...../.....

New Due Date ...../...../.....

New Exam Date ...../...../.....

PRINCIPAL'S APPROVAL: YES  NO  Signature .....

Date ...../...../.....

OFFICE USE ONLY

- General Office receipt date ...../...../.....
- Year Level DP approval → HOD new date(s); check correct form usage
- Senior Schooling Deputy Support – QCAA Portal entry date  
...../...../.....
- Scan and email appropriate teachers, HODs, Year Level DP and GO
- Upload to One School
- File into student's physical file

NOT FOR USE

# Illness and misadventure documentation

This section is only to be completed by the health professional.

I consider that the student is/was:

- Disadvantaged due to a temporary medical condition
- Unfit to participate in assessment due to a temporary medical condition

Illness and supporting information:

Date range of illness:

Other details:

Medical Centre Stamp and Doctor's Signature:

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