

# Junior Secondary Assessment Policy

Springfield Central State High School

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# Scope

This policy provides information for Springfield Central State High School students, parents/carers and staff about roles, responsibilities, processes and procedures relating to the integrity of assessment that contributes to the Springfield Central State High School's specific Junior Certificate of Education (JCE), concluding at the end of Junior Secondary Studies in Year 9.

This policy complements the Senior Assessment Policy implemented in 2019. It allows for the seamless transition of students from Junior Secondary studies into the middle and senior phases of learning, with an embedded understanding of the responsibility, processes and procedures related to assessment at Springfield Central State High School. This policy applies to Magna, Core, and Elective courses at Springfield Central State High School.

## Student responsibility

Students are responsible for:

- recording assessment due dates in their diaries
- 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

**Assessment is expected to be submitted/completed by a student on or before the due date/time stipulated in the assessment conditions.**

## Purpose

Springfield Central 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 JCE.

## Principles

Springfield Central State High School 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 Australian national curriculum. See Appendix 1 (page 12) for a list of potential assessment techniques.

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
- provide an indication 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

Students will participate in a wide variety of assessment while in school. Junior Secondary phase of learning, Year 7-8, students participate in the Australian Curriculum. Junior Secondary School students participate in internal, developed by the school, and external assessment such as NAPLAN, PAT-R, PAT-M, PROBE.

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> <li>Examinations</li> <li>Extended responses</li> <li>Investigations</li> <li>Performances</li> <li>Practical demonstrations</li> <li>Products</li> <li>Projects</li> <li>Collection of work</li> </ul> <p>Internal assessment is developed and administered for all Year 7-9 subjects.</p> <p>Assessment (extended responses, investigations, products, projects, collections of work, research) must be submitted by the advised due date:  <i>checkpoint and/or,</i>  <i>draft and/or</i>  <i>final.</i></p> <p>If a final assessment is submitted late (without a prior extension approval/or illness/misadventure documentation being provided) the assessment will:</p> <ul style="list-style-type: none"> <li>* have the draft or other appropriate in-class responses</li> <li>* have final assessment assessed by the teacher and provided back to student with verbal feedback (e.g. the mark will not count towards reporting)</li> </ul> <p>If no evidence has been or can be produced (e.g. no draft submitted) then an N rating should be awarded, following consultation with Head of Department.</p>	<p>External assessment is developed by external agencies such as the Department of Education (DoE), for example NAPLAN.</p> <p><b>NAPLAN</b></p> <p>For NAPLAN year 7 students participate each year.</p> <p>External Assessment is:  an examination held at the end or during a course of study common to all schools administered by schools under the same conditions at the same time and on the same day marked by an external agency according to a commonly applied marking scheme.</p>

Schools design assessment instruments. Schools utilise a variety of assessment techniques (see Appendix 1) to develop assessment instruments for gathering evidence of learning.

# Promoting Academic Integrity

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

	Policy and procedures
<p><b>Location and communication of policy</b></p>	<p>The school assessment policy is located on the school website at <a href="https://springfieldcentralshs.eq.edu.au/curriculum">https://springfieldcentralshs.eq.edu.au/curriculum</a>. All questions regarding this policy should be directed to the relevant year level Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited during the school year with students each semester e.g. year level parades, CARE classes, Enrichment etc. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• when the assessment schedule is published (via school website).</li> <li>• during goal setting activities with students each term</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>
<p><b>Expectations about engaging in learning and assessment</b></p>	<p>Springfield Central State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a <b>Junior Certificate of Education (JCE</b> - internal school certification) 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 their <b>Level of Achievement (LOA)</b>, JCE (7-9).</p> <p>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 integrity in academic practices, staff will regularly engage in completing academic integrity training. Students will be supported to clearly understand what academic integrity means, looks like and how it will be expected to demonstrated.</p>

## Due dates

### School responsibility

Springfield Central State High School is required to adhere to school processes for gathering evidence of student achievement on or before the due date.

Due dates for final responses, draft dates will be published in the assessment schedule for a respective year level, communicated by teachers on task sheets. The assessment schedule for all students will be published at the start of each semester, to <https://www.springfieldcentralshs.eq.edu.au/curriculum>. All students will be provided with access to their assessment schedule via the school website at the start of each term/ semester. If a due date for a checkpoint, draft or final assessment must change due to an unforeseen circumstances that permits a reasonable adjustment, the HOD for the subject will give final approval, and student/s and parents/ caregivers will be notified accordingly.

The assessment schedule will:

- align with national curriculum requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated at the start of each term/ semester
- give consideration to allocation of workload.

### Student responsibility

Students are responsible for:

- recording due dates in their diaries
- 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.

**Assessment is expected to be submitted/completed by a student on or before the due date/time stipulated in the assessment conditions.**

In cases where students are unable to meet a due date due to a **planned absence** (as outlined in the table below), they will:

- submit a SCAARA (Springfield Central Access Arrangements and Reasonable Adjustments) application - including documentary evidence such as a medical certificate.
- inform the head of department and classroom teacher as soon as possible through the SCAARA application
- provide the school with a reasonable explanation including relevant documentation, e.g. submit a SCAARA application (available in school assessment policy and online), along with relevant evidence such as medical certificate, student statement
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school

Planned Absences	Unplanned Absences (misadventure)
<p>Planned absences may include:</p> <ul style="list-style-type: none"> <li>• Scheduled surgery</li> <li>• Regional, state or international representation</li> <li>• Family travel known for longer than a week, particularly overseas</li> </ul> <p>If your absence falls into this category, a SCAARA form will need to be submitted as soon as possible.</p> <p>Please note that submitting a SCAARA does NOT automatically denote that it will be accepted by the school, nor that assessment dates can be moved to cater for a specific circumstance.</p> <p>Medical documentation or appropriate evidence is required.</p>	<p>Unplanned absences is something unforeseen and beyond a student's control, and may include:</p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Broken bones</li> <li>• Funeral</li> <li>• Event/ circumstance beyond student control</li> </ul> <p>This area of absence applies in the main to exams. Every attempt should be made by a student to submit assignments electronically to their teacher, given that such assessment has been worked on for an extended period of time. Medical documentation or appropriate evidence is required.</p> <p>If your absence falls into this category, the student will need to speak with the teacher, who will work with Head of Department for the curriculum area where the assessment was unable to be completed on the date due. Assessment will be completed at the next appropriate opportunity. Classroom teachers will communicate with parents and students, following conversations with Head of Department.</p>
<p>All final decisions for change of conditions are at the Principal's (or delegate's) discretion to ensure equity for all members of Springfield Central State High School.</p>	

<b>Submitting, collecting and storing assessment information</b>	<p>Assessment instruments, where applicable, will provide information about Springfield Central State High School's arrangements for submission of check point, draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date/time as per the assessment conditions. Where required, students will submit assessment to teachers online via Safe Assign, email, saving to student drive etc., as per the directions in the assessment conditions and relevant curriculum task sheet. Draft work must be sighted by the check points set by classroom teachers.</p> <p>Final responses for all internal assessment will be collected and stored in each students folio G drive, or in staffrooms for non-digital work. Live performance assessments will be recorded and stored as required for assessment processes. Heads of Department working with subject teachers manage the collection and storage of assessment information. All evidence used for making judgments is stored as described in Springfield Central State High School staff handbook.</p>
<b>Appropriate materials</b>	<p>Springfield Central State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

## Ensuring Academic Integrity

Springfield Central State High School has procedures to ensure that there is a 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

	Policy and procedures
<b>Scaffolding</b>	<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 junior secondary phase of learning (Year 7-8) students will gradually be given more responsibility for understanding the processes required to complete their tasks, ensuring consistency across all curriculum areas.</p>
<b>Checkpoints</b>	<p><b>Checkpoints</b> will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets for curriculum assessment</li> <li>• assist in staff monitoring 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.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p><b>Teachers in Junior Secondary School will support students to meet checkpoints. This support may include enacting suitable intervention strategies, such as early contact with a parents/carer for support/intervention or referral to a Head of Department, where checkpoints are not met and/ or there are significant concerns about student progress, skills development or lack of evidence provided by a student.</b></p> <p>Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher and/or Head of Department until assessment meets a satisfactory standard. Repeated failure to participate satisfactorily, including engagement with support, will result in referral to the respective Curriculum HOD for further support/intervention. Failure to submit assessment at a checkpoint maybe deemed unsatisfactory participation in a student's learning.</p>

<p><b>Drafting</b></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on the given subject, e.g. 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 for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one (1) draft of each student's response in written form, and one (1) additional draft with verbal feedback, following the application of teacher feedback, if requested by student – referring to complete draft e.g. if collected in parts as specified by the relevant task sheet, each part may be given feedback, until work is complete</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 (e.g. editing codes)</li> </ul> <p>If a final assessment is submitted late (without a prior extension approval/or illness/misadventure documentation being provided) the assessment will:</p> <ul style="list-style-type: none"> <li>• have the draft or other appropriate in-class responses</li> <li>• have final assessment assessed by the teacher and provided back to student with verbal feedback (e.g. the mark will not count towards reporting)</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct all spelling, grammar, punctuation and calculation errors</li> <li>• allocate a level of achievement</li> </ul> <p>Reporting is an indication of a student's performance in all aspects of the course for the reporting period.</p> <p>A copy of the draft with feedback will be stored electronically in Y drive or in hard copy in a student folder folio.</p> <p>Parents and caregivers will be notified by the teacher via email and/or phone about non-submission of drafts and the processes to be followed. Students with assessment that is unsatisfactory at a draft will be expected to participate in support determined by the teacher and/or curriculum head of department. ISP student concerns to be discussed with ISP line manager, and SWD students to be discussed with HoSES.</p> <p>Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective year level HOD or Deputy Principal for further support/intervention.</p> <p><b>Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation) and effort in class mark could be impacted, leading to the potential risk of not achieving a JCE.</b></p>
<p><b>Managing response length</b></p>	<p>Students must adhere to assessment response lengths as specified by curriculum documents, e.g. word length range, time frame for performance etc. For example, where a word length range is provided, a student response must be within this word range. 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>• Exemplar responses within the required length may be utilised by teaching staff.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> <li>• Feedback about length is provided by teachers at draft stage.</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 either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work. This process would occur at the discretion of the school and under supervision of a member of staff.</li> <li>• and, annotate any such student work submitted for internal moderation purposes to clearly indicate the evidence used to determine a mark.</li> </ul>

<p><b>Authenticating student responses</b></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Springfield Central State High School uses the authentication strategies promoted by the whole school. The authentication strategies will be specified on assessment instruments. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. Springfield Central State High School uses Education Queensland's authentication software Safe Assign as an authentication strategy at the discretion of the Head of Department.</p> <p>The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements.</p> <p>N.B. By the end of year 8, all students will have submitted multiple pieces of assessment through SafeAssign, to familiarise themselves with this resource before starting their journey in the senior secondary phase of learning. Throughout the junior years (Years 7-8) students will utilise SafeAssign for learning purposes, as directed by their individual teacher/s.</p> <p>All written assessment items for Junior Secondary students for subjects are required to be submitted due date/time stipulated in the assessment conditions and/or before 6:00pm on the due date of assessment as instructed by the teacher, or in the lesson outlined by classroom teacher.</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><b>Managing adjustments and applications</b></p>	<p>Applications for Springfield Central Access Arrangements and Reasonable Adjustments (SCAARA)</p> <p>Springfield Central State High School is committed to reducing barriers to success for all students.</p> <p>For Junior Secondary Students that require a change of conditions for assessment, students complete the Springfield Central Access Arrangements and Reasonable Adjustments application (Appendix 4 - example). Where there is an application requiring multiple changes to assessment conditions, students need to fill in Springfield Central Access Arrangements and Reasonable Adjustments application (Appendix 4 - example). Curriculum Heads of Department will be requested to assess submitted requests. Curriculum Heads of Department will provide decisions to the</p> <p>Principal's delegate (e.g. sub-school Head of Department), providing electronic confirmation to student and parent of decisions made.</p> <p>Forms are able to be attained online (school website, student sharepoint link).</p> <p>The School Principal, or their delegate, manage and assess the approval of a SCAARA application for students, following applications being submitted by the relevant Head of Department.</p> <p>All applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the published timelines. All evidence used to make decisions is recorded in the student's contacts on OneSchool by the Principal or their delegate.</p> <p>All ISP student applications must be discussed with ISP line manager. SWD student applications must be discussed with HoSES.</p> <p>Students are not eligible for a change of assessment conditions on the following grounds:</p> <ul style="list-style-type: none"> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided, e.g. loss of files/ tasks</li> </ul>

	<ul style="list-style-type: none"> <li>• matters of the student's or parent's/carer's own choosing, e.g. holiday</li> </ul> <p>Ineligible students</p> <p>It is a school-based decision whether or not to provide support to a student that is ineligible for the change of condition e.g. absent for state/national sport, dance competition, holidays etc. The school will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment. The school is responsible for quality assurance of assessment practices across the entirety of the Junior Secondary curriculum at Springfield Central State High School.</p>
<p><b>Managing non-submission of assessment by the due date without a SCAARA</b></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. This could include anecdotal notes and tracking of completion.</p> <p>The checkpoints on task sheets provide details of the evidence that will be collected. It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher for support before the due date.</p> <p>In circumstances where students are assigned to a specific subject, but do not submit a final response to an assessment (other than unseen examinations), late submission without a SCAARA, and where evidence of student work is available:</p> <ul style="list-style-type: none"> <li>• Teachers will make judgments based on work that can be authenticated as the specific student's work.</li> </ul> <p>It is important to note that 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 curriculum marking guides or standards.</p> <p><b>Non-Rated (N) allocations:</b></p> <ul style="list-style-type: none"> <li>• Not-Rated (N) will be issued by the school for the assessment item on the school report, where a level of achievement is unable to be assigned due to a lack of evidence, in the unique situation where teacher and curriculum Head of Department has attempted to support the completion of a task.</li> <li>• Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Semester credit, where there is not enough evidence to provide a level of achievement, against curriculum subject standards. The implication(s) of this for students could be JCE ineligibility.</li> <li>• 'Not Rated' results will NOT result in the averaging of student results in a subject.</li> <li>• There may be other reasons for an N result being given to a student for a piece of work. This is determined by the teacher with support of the HoD and communicated with student and parent/s.</li> <li>• Student Representative Policy (SRP) may be impacted by student effort or meeting subject prerequisites for elective subject selections.</li> </ul>
<p><b>Internal quality assurance processes</b></p>	<p>Springfield Central State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools, e.g. internal systems for checking assessment is reliable, valid and accessible before implementing.</li> <li>• quality assurance of judgments about student achievement e.g. moderation</li> </ul>
<p><b>Review</b></p>	<p>Springfield Central State High School internal review processes, e.g. moderation of assessment, calibration of marking, moderation of results, for student results (including N/NR) for all subjects.</p>

## External assessment administration - Junior Secondary (Year 7-8)

<b>NAPLAN Year 7</b>	<p>NAPLAN tests are held during May each year. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).</p> <p>The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.</p> <p>Participation and accessibility: NAPLAN is a national assessment, and all eligible students are expected to participate.</p> <p>Policies and procedures are explicitly set out by the Australian Curriculum, Assessment and reporting Authority and can be found:</p> <p><a href="https://www.qcaa.qld.edu.au/p-10/naplan/test-administration">https://www.qcaa.qld.edu.au/p-10/naplan/test-administration</a></p>
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## Managing academic misconduct

Springfield Central 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	Definitions	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>Teacher, in consultation with the Heads of Department, will determine appropriate opportunities.</p> <p>Opportunities may include and must be deemed appropriate by Head of Department:</p> <ul style="list-style-type: none"> <li>-verbal confirmation of responses</li> <li>-resit modified assessment</li> <li>-resubmit modified assessment</li> <li>-mark verifiable assessment</li> <li>-mark draft assessment</li> </ul>
<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 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 curriculum documents, on or before the due date.</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>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (N/NR) for sections where work is not student orientated and validated.</p>
<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>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (N/NR) for sections where work is not student orientated and validated.</p>

Types of misconduct	Definitions	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>	<p>Students disruptive during an examination will be</p> <ul style="list-style-type: none"> <li>redirected</li> <li>warned</li> <li>removed from the examination and directed to an alternative location to complete assessment</li> <li>if disruption persists, the removal from an examination could occur.</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>	<p>Removal from an examination will result in the head of department contacting a parent/carer and the student may be awarded a Not-Rated (N/NR). Where responses can be ascertained as an individual student's own work, that work alone will be used to determine an appropriate results, where possible. If there is insufficient evidence, a Not-Rated (N/NR) may be awarded.</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>	<p>Where required, the school's rules and Student Code of Conduct will be implemented.  <a href="https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies">https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies</a></p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p> <p>Any use of electronic devices during an examination is academic misconduct, e.g. smart phones, phones, smart watches.</p>	<p><b>For instances of late arrival to examinations</b></p> <p>Students who arrive late to an examination without reasonable justification (e.g. Admin note, Student Hub, prior notification) will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.</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 audio-visual material, figures, tables, design, images, information or ideas).</p>	<p><b>For instances of possession/use of electronic devices during examinations</b></p> <p>Students possessing a device during an examination will be subject to (1) the device being handed into the Student Hub, as per school expectations and processes; (2) the student may complete or be withdrawn from the examination dependent on the assessment of the misconduct by staff, and referred to the HOD (3) the misconduct being reported to the HOD for further action (4) HOD to determine academic misconduct impact and action based on maintaining academic integrity. Not Rated (NR) for the assessment where it is judged the student's misconduct constituted cheating or misconduct during an examination.</p>
<b>Self-plagiarism</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>	
<b>Late arrival for an exam</b>	<p>A student arrives late for an examination without providing a reasonable explanation.</p>	

## Related school policy and procedures

Refer to other school policies as appropriate:

- Behaviour management policy - <https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies>
- Mobile and Electronic Device policy - <https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies>
- BYOD Charter Agreement - <https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies>
- Staff handbook (internal school document)
- SCAARA – Junior Access Arrangements and Reasonable Adjustments Process (internal school document)

## Appendix 1 – Assessment techniques

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.
Collection of work	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Practical demonstration	A practical demonstration assesses the practical application of a specific set of teacher- identified production skills and procedures. Responses are completed individually and in a set timeframe.

## Appendix 2 - Roles and Responsibilities

Stakeholder	Role	Responsibility
Students	<ul style="list-style-type: none"> <li>Engage with all learning opportunities to best of their ability</li> </ul>	<ul style="list-style-type: none"> <li>Do the very best they can on all learning tasks</li> <li>Ensure all assessment tasks are submitted on time</li> <li>Ensure all assessment tasks submitted are authentically produced by the student</li> <li>Submit draft work when required</li> <li>Use the school reference policy as required</li> <li>Ask for help if there are concerns or questions</li> <li>informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Support students in their learning journey at Springfield Central SHS.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students are regularly attending school</li> <li>Ensure that communication with the school is maintained regarding attendance, wellbeing, learning and / or assessment concerns</li> </ul>
Teachers (including classroom teachers, guidance officers)	<ul style="list-style-type: none"> <li>Provide quality learning opportunities for students to develop skills and knowledge to complete assessment as effectively as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with students assessment schedules in a timely manner</li> <li>Provide class learning time for students to develop knowledge and skills to complete assessment successfully</li> <li>Provide feedback (written and oral) for students in a timely manner</li> <li>Enact procedures which ensures a consistency of standards is maintained in the allocation of a level of achievement for assessment submitted</li> <li>Communicate with students and families regarding progress</li> <li>Work with Head of Department (curriculum area) to support student:               <ul style="list-style-type: none"> <li>- if there are learning concerns</li> <li>- if a SCAARA is submitted in determining appropriate course of action (due dates, type of assessment etc)</li> <li>- if a student misses an exam/ assessment due date due to an unplanned absence- contacting family and working with teacher, who consults Head of Department</li> </ul> </li> </ul>
Non-teaching staff: <ul style="list-style-type: none"> <li>Administration Officers</li> <li>Support staff</li> </ul>	<ul style="list-style-type: none"> <li>AO - Process information supplied by parents to relevant stakeholders</li> <li>Support staff – email to inform of a planned absence</li> </ul>	<ul style="list-style-type: none"> <li>1. AO – Monitor SCAARA email inbox</li> <li>2. AO -Enter information into Sharepoint for SCAARA applications submitted through SCAARA email</li> <li>3. AO - Add information to SLT Sharepoint for curriculum HoDs to process SCAARA application (revise dates etc)</li> </ul>
Heads of Department – Curriculum	<ul style="list-style-type: none"> <li>Support staff to implement and apply the policy equitably for all students in all contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure assessment tasks provide equitable outcomes for all students</li> <li>Ensure assessment dates are set for the timely release of junior secondary assessment calendars</li> </ul>

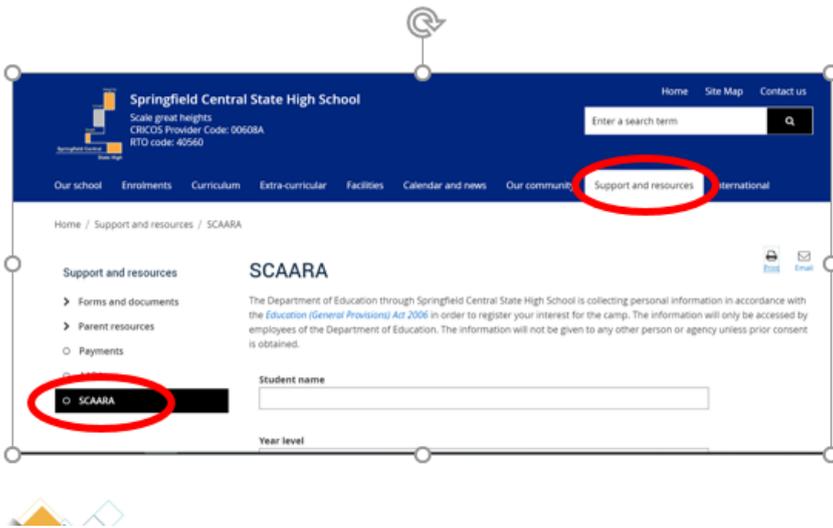
Head of Department – Junior	<ul style="list-style-type: none"> <li>• Ensure that students and families are supported</li> </ul>	<ul style="list-style-type: none"> <li>• Support the communication and education of JS Assessment Policy</li> </ul>
Secondary	with regards to wellbeing and attendance and its impact on assessment.	<p>processes through implementation period and ongoing processing with Year 7-8 students, families and staff</p> <ul style="list-style-type: none"> <li>• Support students and families to submit SCAARA applications</li> </ul>
Deputy Principal (Junior Secondary)	<ul style="list-style-type: none"> <li>• Line manage the successful implementation and ongoing application of policy document and process with equity for all students, under all conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Support students, families and staff to navigate and understand assessment policy</li> <li>• Support implement of processes within policy</li> <li>• Monitor equity of processes within policy</li> <li>• Review policy each year to ensure it remains appropriate to educational processes (Year 7 to 12), journeys and school-based context (year 7-12).</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Ensure that the implementation and ongoing application of policy documents and process is applied with equity for all students, under all conditions</li> </ul>	Provide delegation authority and oversight to appropriate staff to manage this policy to ensure equity for all students.

## Appendix 3 - Planned / Unplanned Absences

Planned Absences	Unplanned Absences (misadventure)
<p>Planned absences may include:</p> <ul style="list-style-type: none"> <li>• Scheduled surgery</li> <li>• Regional, state or international representation</li> <li>• Family travel known for longer than a week, particularly overseas</li> </ul> <p>If your absence falls into this category, a SCAARA form will need to be submitted as soon as possible.</p> <p>Please note that submitting a SCAARA does NOT automatically denote that it will be accepted by the school, nor that assessment dates can be moved to cater for a specific circumstance.</p> <p>Medical documentation or appropriate evidence is required.</p>	<p>Unplanned absences are something unforeseen and beyond a student's control, and may include:</p> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Broken bones</li> <li>• Funeral</li> <li>• Event/ circumstance beyond student control</li> </ul> <p>This area of absence applies in the main to exams. Every attempt should be made by a student to submit assignments electronically to their teacher, given that such assessment has been worked on for an extended period of time. Medical documentation or appropriate evidence is required.</p> <p>If your absence falls into this category, the student will need to speak with the teacher, who will work with Head of Department for the curriculum area where the assessment was unable to be completed on the date due. Assessment will be completed at the next appropriate opportunity. Classroom teachers will communicate with parents and students, following conversations with Head of Department.</p>

# Appendix 4 – Student 7-8 Request for Springfield Central Access Arrangements and Reasonable Adjustments (SCAARA)

SCAARA forms can be found on the School Website and should be submitted digitally



The screenshot shows the SCAARA form on the school website. The form is titled 'SCAARA' and includes a brief description of the form's purpose. The form fields are as follows:

- Student name:
- Year level:
- Parent name:
- Parent email:
- Subjects extension required for:
- Assessment task:
- Statistics assignment / exam:
- Start date of absence:

# Appendix 5.1 – SCAARA Process Flowchart

**If a member of staff is informed by a parent or student of a planned absence, direct parent/ student to submit a SCAARA**

**STEP 1 : SCAARA application submitted (electronic copy) to HOD Junior Secondary**  
*HOD informs ISP Team if YR 7-8 ISP student is applying*



**STEP2 : SCAARA application sent to curriculum HoDs by JS HOD**  
*(processed by AO support – emailing relevant curriculum Hods)*



**YES - APPROVED - SCAARA**  
conditions negotiated by Curriculum HOD with relevant teaching staff. Curriculum HoD confirms date in SCAARA sharepoint data (SLT page), and notifies teacher in faculty.

**NO – INSUFFICIENT EVIDENCE - SCAARA not approved**  
Student sits/submits assessment as per assessment item conditions



**STEP3 : SCAARA application outcome sent to student/ families by JS HoD**

## Appendix 5.2 – Junior School Assessment Policy Flowchart

