

Our Values

Yeronga State High School is committed to fostering a school environment that is supportive, respectful, compatible with human rights and provides all students with opportunities to engage in quality learning towards successful outcomes and pathways.

Purpose

The Yeronga State High School Assessment Policy outlines the requirements and expectations to manage the teaching, learning and assessment for all students and all subjects or courses of study. The policy will guide teaching and learning practices that build student capabilities to work towards summative assessment to achieve the [Queensland Certificate of Education](#) (QCE). It supports the school to ensure equitable and credible student outcomes through:

- promoting academic integrity
- enabling the provision of valid teaching, learning and assessment
- encouraging the participation and engagement by students in their learning and assessment.

Scope

The Yeronga State High School Assessment Policy provides information to students about expectations for assessment and their responsibilities. It includes guidelines for teachers and information for all staff about expectations and their roles and responsibilities. The policy and procedures align to information and guidelines provided by the [Queensland Curriculum & Assessment Authority](#) (QCAA) and the policy and procedures in the [QCE and QCIA Handbook](#).

Principles

The expectations for teaching, learning and assessment at Yeronga State High School are founded on 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, comparable judgements about student's learning
- ongoing, with a range of and balance of evident 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
- information about where students are in their learning.

Quality assessment is valid, accessible and reliable and provides students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students' strengths, learning needs and achievements. Quality assessment improves teaching and helps students learn.

Source: [QCAA](#)

Inclusive Education

The values and aims of inclusive education underpin the approaches to learning and assessment. Aligned to the department's [Inclusive education policy](#) Yeronga State High School commits to continuing our journey towards more inclusive education practices, for every learning opportunity. We support the department's [Inclusive education policy](#) statement:

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Understanding academic integrity

Academic integrity means approaching academic responsibilities in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity. This is achieved by emphasising the importance of ethical academic conduct and scholarship through:

- publishing the school's assessment policy and procedures on the school website
- regular communication with students and/or their parents/carers about the aims of the policy and procedures at enrolment interviews, during [Senior Education and Training](#) (SET) planning, at scheduled assessment periods, in the newsletter and email in response to phases of the assessment cycle.

Responsibilities

School	Students	Parent/Carer
<p>Yeronga SHS is responsible for:</p> <ul style="list-style-type: none"> • Publishing assessment calendars at the start of each term via Compass. • Indicating draft and checkpoint dates on task sheets. • Providing feedback to students in a timely manner. • Ensuring consistency is maintained in the marking of assessment. • Approving applications for extensions/AARAs or submitting them to QCAA for approval. 	<p>Students are responsible for:</p> <ul style="list-style-type: none"> • Recording draft dates, checkpoints, due dates and exam dates in their planners. • Planning and managing their time to meet the due dates. • Submitting a draft and final assessment items on or before the due date, unless an extension has been approved. • Attending school on time on the day of an examination, unless special consideration has been formally arranged. • Maintaining academic integrity and adhering to assessment conditions. 	<p>Parents/carers are responsible for:</p> <ul style="list-style-type: none"> • Supporting students to manage workload and meet assessment checkpoints and due dates. • Ensuring students attend school on days where drafts, checkpoints, final copies or exams are completed. • Informing the relevant teacher, Curriculum Head of Department (HOD), Year Level HOD, Guidance Officer or Deputy Principal of any difficulties relating to the completion of assessment tasks and providing documentary evidence (including medical certificates) where necessary.

Assessment Procedures

Expectations about engaging in learning and assessment

Yeronga State High School has high expectations for academic integrity and student participation and engagement in learning and assessment activities. Senior 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. Senior students are expected to complete all course and assessment requirements on or before the due date to ensure their results contribute credit to their QCE.

In all year levels, all students are expected to:

- participate and engage in learning and assessment activities for every subject or course of study
- provide evidence of learning achievement that is proven to be their own work and aligned to the expectations and values of academic integrity
- submit responses to scheduled assessment at checkpoints that occur on or before the final submission date
- submit final assessment at scheduled dates determined by the school that align with the QCAA submission timelines
- complete the QCAA academic integrity courses to emphasise and promote the importance of quality academic behaviour and conduct.

At Yeronga State High School, assessment is conducted for each year level as follows.

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none">• Occurs throughout the year as a formative indicator of progress and a tool to improve learning through quality feedback.	<ul style="list-style-type: none">• Occurs throughout the year as a formative indicator of progress to inform the student's pathway into the senior phase of learning.	<ul style="list-style-type: none">• Occurs throughout the year to align with QCAA and Vocational education and training (VET) requirements as a summative indicator of progress towards achievement of the Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCI), VET and Australian Tertiary Admission Rank (ATAR).

Due Dates

Yeronga State High School will adhere to the QCAA policies that govern how evidence of student learning and achievement is gathered on or before the due date. Due dates for final responses, checkpoints and drafts will be published in Compass. The assessment published dates in Compass:

- 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 occur
- be clear to teachers, students and parents/carers

- be applied consistently
- be communicated clearly by the end of Week 3 each semester
- consider allocation of students' study commitments.

Students are expected to:

- record due dates in their student planner or outlook calendar
- plan and manage their time to meet the due dates of drafts and final submissions
- inform their subject teacher as soon as possible if they have concerns about assessment and timeline commitments.

In instances where a student is unable to meet a due date, they are expected to:

- inform their subject teacher, Curriculum HOD / Year Level HOD/ HOSSES/ Guidance Officer/ Deputy Principal as soon as possible
- provide the school with relevant documentation to support the request for an extension, for example, a medical certificate
- adhere to alternative arrangements as decided by the school in regard to completing assessment.

Extension to due date of assessment task – student absence

Where a student has an absence, which is either planned or unplanned due to illness, emergency or misadventure, that will impact their submission of an assessment task the following processes apply.

AARA application process is outlined in Appendix B.

YEARS 7, 8, 9	YEARS 10, 11 and 12
<ul style="list-style-type: none"> • Absences that occur due to illness, emergency or misadventure must be reported to the Curriculum HOD, Year Level HOD, HOSSES, Guidance Officer or Deputy Principal. Complete the "Junior School – Access Arrangement and Reasonable Adjustment (AARA) Form". • Absences that occur for other circumstances, for example sport, cultural events, family holidays or travel must be pre- approved by the Principal. 	<ul style="list-style-type: none"> • Absences that occur due to illness, emergency or misadventure must be reported to the HOSSES, Guidance Officer or Deputy Principal. • Complete the following QCAA forms: Confidential student statement, Confidential medical report, Confidential school statement. Each case must be supported by evidence to substantiate the application for an Access Arrangement and Reasonable Adjustment (AARA). • Absences that occur for other circumstances, for example sport, cultural events, family holidays or travel must be pre- approved by the Principal – only considered in exceptional circumstances.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about Yeronga State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types, sizes and formats.

All assessment evidence, including draft responses, will be submitted by the due date and where appropriate, via QLearn and Turnitin. Feedback will be posted in QLearn for students to see.

Live performance assessments will be recorded and stored as required for internal and QCAA processes. All evidence used for making judgements is stored as described in Yeronga State High School teaching practice handbooks.

Students submit assessment tasks, including the assessment cover page as follows for each year level.

YEARS 7, 8, 9 and 10	YEARS 11 and 12
<ul style="list-style-type: none">Submitted to the subject teachers using the method advised by the Curriculum HOD. Most assessment items will be submitted to the subject teacher via <i>Turnitin / QLearn</i> by 5pm on the due date.	<ul style="list-style-type: none">Most assessment items will be submitted to the subject teacher via <i>Turnitin / QLearn</i> by 8pm on the due date, with the exception of VET subjects and some practical performance assessment items. Practical or performance assessment items will be completed by the performance date.

Ensuring academic integrity

Yeronga State High School has processes in place to ensure consistent application of the assessment policy to enable staff and students to optimise the opportunities to understand academic integrity. These include:

Scaffolding

- Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:
- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student response and not lead to a predetermined response.

Across all phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints

Checkpoints will be:

- detailed on assessment cover pages / task sheets
- monitor student progress and support students to develop self-reflection and active monitoring and evaluation of their own learning
- used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress as scheduled checkpoints. Teacher will use checkpoints to identify and support students to complete assessment. Heads of Department and parents/carers will be contacted if students do not meet the requirements of checkpoints.

Drafting

Drafting is a key checkpoint to monitor learning progress. Types of drafts differ depending on the subject or course of study. Examples include written drafts, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness, emergency or misadventure that affects the timely submission of assessment by the due date.

Feedback on a draft is:

- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of draft submission, subject to course requirements and timelines

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> • Up to two (2) drafts (subject dependent). • Teacher feedback provided within a week of submission. • Feedback may be generalised and incorporated into teaching sequence for the whole class. 	<ul style="list-style-type: none"> • Up to two (2) drafts (subject dependent). • Teacher feedback provided within a week of submission. • Feedback may be generalised and incorporated into teaching sequence for the whole class. Feedback should not introduce new ideas / language. 	<ul style="list-style-type: none"> • Only one (1) draft. • Teacher provides written feedback within a week of submission. • Feedback identifies errors, however will not edit or correct spelling, grammar, punctuation and calculations. Feedback will not allocate a mark or include edited examples or introduce new ideas / language.

Feedback on a draft will not compromise the authenticity of a student's response. Parents/carers will be notified by email about non-submission of drafts and the processes to be followed.

Where a draft is not submitted by the due date, the provision of feedback will be at the teacher's professional discretion and may be limited to general advice or consultation rather than written feedback.

Managing response length

Students are expected to adhere to assessment response lengths as specified by syllabus requirements. The procedures below support students to manage the length of their responses to assessment.

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

If, after the implementation of these strategies, a student's response exceeds the word length required by the syllabus, the school may exercise the following consequences.

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Opportunity to resubmit or perform to the required length. 	<ul style="list-style-type: none"> Responses up the length limit will be assessed. Opportunity to resubmit to the required length for feedback. 	<ul style="list-style-type: none"> Mark only the evidence in the student response that meets the assessment conditions for response length. Mark from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point by drawing a line where the evidence is marked up to or Allow a student to redact their response to meet the required length, before a judgement is made on the work. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is <ul style="list-style-type: none"> produced under exam conditions in an assessment that requires a continuous response, such as a presentation or recording and Annotate any such work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Students are expected to adhere to the following guidelines for the length of a written response. For Year 11 and 12 subjects, syllabuses describe assessment techniques and conditions for each assessment technique. Assessment instruments match syllabus requirements by indicating the required length of a response as either:

- a range, e.g. word length (1000–1200 words), page count (9–11 pages), duration (5–8 minutes)
- or
- a maximum, e.g., word length (up to 1000 words), page count (up to 10 pages).

Determining word length and page count of a written response

ASSESSMENT	WORD COUNT	PAGE COUNT
Inclusions	<ul style="list-style-type: none"> All words in response text. Title, headings and subheadings. Tables, figures, maps and diagrams containing information other than raw or processed data. Quotations. Footnotes and endnotes (unless used for bibliographical purposes). 	<ul style="list-style-type: none"> All pages that are used as evidence when marking a response.
Exclusions	<ul style="list-style-type: none"> Title pages Contents pages Abstract Visual elements associated with the genre* Raw or processed data in tables, figures and diagrams Numbers, symbols, equations and calculations Bibliography Reference list Appendices + Page numbers In-text citations 	<ul style="list-style-type: none"> Title pages and contents pages. Abstract. Bibliography and reference list. Appendices *.
*Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.		

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

Determining length of a non-written response

	RESPONSE LENGTH - DURATION	NOTES
Inclusions	<ul style="list-style-type: none"> Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music. Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation. 	See 'After assessment is submitted on in the QCE/QCIA Handbook.

Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.
*Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.		

Authentic strategies

Accurate judgements of student achievement can only be made on genuine assessment responses from students. To promote fairness and equity, all assessment includes authentication strategies that align with syllabus requirements and support academic integrity.

At Yeronga State High School, teachers use the authentication strategies promoted by the QCAA and specify these on each assessment instrument. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Access arrangement and reasonable adjustments (AARA)

Yeronga State High School is committed to inclusive education practices to enable all students to access quality learning and assessment opportunities and pathways to success. These practices help to remove barriers for some students whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment.

The school follows the processes outlined in the [QCE and QCIA policy and procedures handbook](#).

All access arrangement and reasonable adjustment (AARA) applications must be supported through evidence and submitted as far in advance as possible to meet the QCAA scheduled timelines. All evidence used to consider the eligibility of the application is recorded in the student's file and applications are approved only by the principal or authorised delegate.

At Yeronga, the following strategies apply for students who are eligible for an access arrangement and reasonable adjustment (AARA).

YEARS 7-10	YEARS 11 and 12
<ul style="list-style-type: none"> Student discusses the barrier to assessment with their classroom teacher, Curriculum HOD, Year Level HOD, HOSES, Guidance Officer, Deputy Principal Students complete the Assessment Special Provisions Form. 	<ul style="list-style-type: none"> Student discusses the barrier to assessment with HOSES, Deputy Principal or Guidance Officer. For non-VET subjects, complete the following QCAA forms: Confidential student statement, Confidential medical report, Confidential school statement. Each case must be supported by evidence to substantiate the application for an Access Arrangement and Reasonable Adjustment (AARA). AARA forms are available on the School Website: Yeronga SHS AARA Application Form
<p>A student with an Individual Curriculum Plan (ICP) already has assessment adjustments in place to provide the student inclusive access to assessment. Additional forms are not required.</p>	

Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and the instrument-specific task sheets provide details of the evidence that is required at each checkpoint. See flowchart below in Appendix A

If a student does not complete or submit a final response to an assessment task by the due date and time, the following consequences may apply:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none">• Opportunity to submit task to a satisfactory standard for feedback purposes only.• Judgement (rating) based only on evidence of student work or progress collected during formative assessment or during the preparation stage at checkpoint or draft junctures.	<ul style="list-style-type: none">• Judgements (rating) based only on evidence of student work or progress collected during the assessment preparation stage at checkpoint or draft junctures.	<ul style="list-style-type: none">• Not rated (NR)*.or• Judgement based only on evidence of student work or progress collected during the assessment preparation stage at checkpoint or draft junctures.• *In instances where a student response is judged as NR, the student will not meet the requirements for that subject.

Internal quality assurance processes

Yeronga State High School's quality assurance processes ensure valid, accessible and reliable assessment of student achievement through:

- quality assurance of all assessment instruments using tools provided by the QCAA and prior to administration of assessment to students
- quality assurance of judgements about student achievement through moderation processes.

Year 11 and 12 – 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.

Internal review

Yeronga 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

The [QCE and QCIA policy and procedures handbook](#) Section 7.3.2 contains information and guidelines for External assessment including an administration guide for processes, roles and responsibilities of the School External Assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Yeronga State High School is committed to minimised opportunities for academic misconduct through consistently supporting students to complete assessment and to submit work that is their own.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Where there is evidence of academic misconduct, Yeronga State High School may use the following consequences in response to the behaviour. The types of misconduct and responses listed below are not exhaustive.

Cheating while under supervised conditions

A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on their body, clothing or any object brought into an assessment room
- communicates with any person other than a supervisor during an examination, for example through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.

Authorship concerns

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.

Instances of academic misconduct – cheating

Results will be awarded using any evidence from the preparation of the response that is available that is verified as the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none">• Warning and/or detention.• Student required to complete the assessment task during break time, lunch/after school detention or at	<ul style="list-style-type: none">• Warning and/or detention.• Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results.	<ul style="list-style-type: none">• Rating based on content proven to be student's work.• Not rated (NR).

home with penalised results. <ul style="list-style-type: none"> Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Rating based on content proven to be the student's work. Not rated (NR). 	
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Collusion

When:

- more than one student works to produce a response and that response is submitted as individual work by one or multiple students
- a student assists another student to commit an act of academic misconduct
- a student gives or receives a response to an assessment to or from another student.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. Not rated (NR) 	<ul style="list-style-type: none"> Rating based on content proven to be student's work. Not rated (NR).

Contract cheating or significant contribution of help

A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment
- receives significant help from a second person, for example tutor, parent, carer, other, who completes or contributes to the response.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content 	<ul style="list-style-type: none"> Rating based on content proven to be the student's work. Not rated (NR).

<ul style="list-style-type: none"> Rating based on content proven to be the student's work. 	<p>proven to be the student's work.</p> <ul style="list-style-type: none"> Not rated (NR). 	
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Copying work

A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during a supervised assessment
- copies another student's work during a supervised assessment.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. Not rated (NR). 	<ul style="list-style-type: none"> Not rated (NR).

Disclosing or receiving information about an assessment

A student or other person:

- gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed
- makes an attempt to give or receive access to secure assessment materials.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
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<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. Not rated (NR). 	<ul style="list-style-type: none"> Not rated (NR).
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Fabricating

A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content not related to the fabrication of data. Not rated (NR). 	<ul style="list-style-type: none"> Rating based on content not related to the fabrication of data. Not rated (NR).

Impersonation

A student:

- arranges for another person to complete a response to an assessment in their place, for example impersonating the student in a performance or supervised assessment
- complete a response to an assessment in place of another student.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
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<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Not rated (NR). 	<ul style="list-style-type: none"> Not rated (NR).
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Misconduct during an examination

A student:

- distracts and/or disrupts others in an assessment room.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time or lunch/after school detention with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time or lunch/after school detention. Not rated (NR). 	<ul style="list-style-type: none"> Not rated (NR).

Plagiarism or lack of referencing

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).

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
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<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content excluding plagiarised or non-referenced content. Not rated (NR). 	<ul style="list-style-type: none"> Rating based on content excluding plagiarised or non-referenced content. Not rated (NR).
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Self-plagiarism

A student:

- duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Rating based on content proven to be the student's work. 	<ul style="list-style-type: none"> Warning and/or detention. Student required to complete the assessment task during break time, lunch/after school detention or at home with penalised results. Not rated (NR). 	<ul style="list-style-type: none"> Not rated (NR).

Generative Artificial intelligence (Gen AI)

At Yeronga SHS, we recognise that Artificial Intelligence (AI) is an important part of the world students are growing into, and that learning how to use these tools responsibly is a valuable 21st century skill. Rather than banning AI, we aim to teach students how to engage with it critically and ethically, as part of developing their digital literacy and preparing them for future pathways.

It is important to understand, however, that any work created by AI tools – even in part – does not count as a student's own original work. Just as with any source or reference, students must clearly acknowledge when AI has contributed text, images, data, or graphs to an assignment. This means crediting the AI tool in the body of the text and including a proper reference in the bibliography. If this is not done, the student would be misrepresenting content – as it was not originally written by them. This constitutes academic misconduct, and consequences will apply in line with school assessment policies.

Students are also encouraged to think critically about the quality of AI-generated material. While AI can be useful for sparking ideas or providing examples, its output is often repetitive, generic, and not of a standard that would achieve high marks on its own. Strong results come from students applying their own analysis, creativity, and critical thinking – skills that are central to success both in school and in life beyond school.

What is Generative AI?

Traditional AI is the ability of computers or computer-controlled robots to perform tasks commonly associated with intelligence. Basically, if a human did it, it would be classified as intelligent. Advancements in AI have led to Generative AI, where systems using machine learning have been trained using large amounts of data to perform, mimic or imitate tasks. This technology focuses on creating new content, such as text and images, from existing information.

GenAI tools are evolving incredibly quickly and their impact on education and research is significant and ongoing. While GenAI can be a tremendous aid, it's still essential to stay engaged in whatever process or activity you are undertaking. AI is a tool that can be used to enhance and supplement your efforts, but not as a replacement for critical thinking and personal understanding.

QUT (2024, November 20). *Generative AI in Research and Teaching* <https://libguides.library.qut.edu.au/c.php?g=958007&p=6952833>

Examples of AI platforms include, but not limited to: generative artificial intelligence, machine learning deep learning or large language model program such as Chat GTP, Bard, Google translate etc.

Teachers will use a range of strategies, including digital detection tools (such as Turnitin), assessment design features, and professional judgement, to determine whether student responses are authentic and reflect the student's own work, including identifying inappropriate use of AI.

Consequences may include:

YEARS 7, 8 and 9	YEAR 10	YEARS 11 and 12
<ul style="list-style-type: none">Warning and/or detention.Penalty for late submission will apply.Student assessed on work demonstrated in class.	<ul style="list-style-type: none">Warning and/or detention.Penalty for late submission will apply.Not rated (NR).	<ul style="list-style-type: none">Not rated (NR).

Guide for engaging with Generative AI

Before using Gen-AI on your assessment, discuss this table with your teacher to understand what is appropriate for your assessment type. Submitting an assessment developed with Gen-AI beyond the bounds set by your teacher will be deemed 'inappropriate use of AI' – see page 16.

Level of AI	Level Description of AI	Examples of Learning & Assessment *Including but not limited to	Example Prompts See appendices for additional faculty – based prompts
No AI	AI must not be used at any point during the assessment The assessment task is completed entirely without AI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills.	<ol style="list-style-type: none"> Students complete a traditional multiple-choice exam. Students write an in-class essay on an assigned topic. Students solve a series of mathematical problems on paper during a timed examination. 	<p>Students cannot use AI at all. Prompts aren't applicable here — instead, students should rely on their own thinking, notes, and teacher feedback.</p> <p>Student action reminder:</p> <ul style="list-style-type: none"> “I must complete this entirely on my own without using any AI tool.” “I can brainstorm ideas with classmates (if permitted) or in my notebook, but I cannot input anything into AI.”
AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	<ol style="list-style-type: none"> Students use AI to generate ideas. Students use AI tools to brainstorm potential solutions and develop innovative ideas. Students collaborate with AI to develop effective response structures. 	<p>“Brainstorm ideas for a research paper on *concept*.”</p> <p>“Suggest three possible ways to structure an essay about *concept*.”</p> <p>“What are some different perspectives people might have about *concept*?”</p> <p>“Help me create a dot-point plan for comparing two different viewpoints about *concept*.”</p> <p>“Create a list of key events in the novel and include the relevant chapters”</p>
AI-Assisted Editing	AI can be used to edit your original work, but AI content must be cited. AI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no new content can be generated using AI.	<ol style="list-style-type: none"> Students use AI to convert their handwritten notes into a typed copy. Students use AI to organise their research findings. Students use AI to provide feedback on spelling, punctuation and grammatical structures. 	<p>“Check my paragraph for grammar and punctuation errors only.”</p> <p>“Without changing my ideas, highlight where my sentences could be clearer”</p> <p>“Identify repeated words in my draft.”</p> <p>“Without adding new content, suggest how to make this paragraph flow better.”</p>
AI Task Completion: Human Evaluation	AI can be used to complete specified tasks in the assessment item. Any AI-created content, including prompts, must be cited. AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output.	<ol style="list-style-type: none"> If the task permits, students can use AI tools to generate content and/or structure. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided. 	<p>Generate a sample counter-argument about *concept* — I will explain whether I agree with it.”</p> <p>“Create a paragraph supporting the idea of *concept*— I will analyse its strengths and weaknesses.”</p> <p>“Summarise three arguments for *concept* — I will evaluate their reliability.”</p> <p>“Draft an example introduction for a persuasive essay. I will rewrite and critique it.”</p> <p>“Provide an outline of both sides of the *concept* so I can evaluate which side is stronger.</p>
Full AI	AI can be used throughout the assessment item. Any AI-created content, including prompts, must be cited. AI should be used as a ‘co-constructor’ in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.	<ol style="list-style-type: none"> Students provide AI with their research and ideas, then use the AI-generated synthesis to create an assessment item. Students supply AI with their concepts and requirements to generate a visual representation or image. 	<p>“Using my notes, help me co-write a persuasive essay draft arguing *concept/perspective*”</p> <p>“Here are my three key points — help me expand them into full paragraphs.”</p> <p>“Turn my dot-point plan into a draft speech with rhetorical devices included.”</p> <p>“Generate a persuasive conclusion that reinforces my position, but I will refine it.”</p> <p>“Based on my evidence table, help me create a visual graphic that summarises the arguments.”</p>

Acknowledgement: Furze, L. (2022). *The AI Assessment Scale: From no AI to full AI*. <https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>

Referencing Generative AI

At Yeronga SHS, the use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. As with any resource, any use of Generative AI must be referenced.

APA 7th - Internet sources - Generative AI (e.g., Corella / ChatGPT)

In-text citation

Template: (Author, Year)

Example: (OpenAI, 2023)

Reference List

Template: Author, A.A. (Year). Title (Version x.x) [Format/Description]. Publisher. <https://xxxxxxxxx.xxx>

Example: OpenAI. (2023). ChatGPT (May 24 version) [Large language model]. <https://chat.openai.com/chat>

Images

Template:

Figure X

[AI generated image of...]

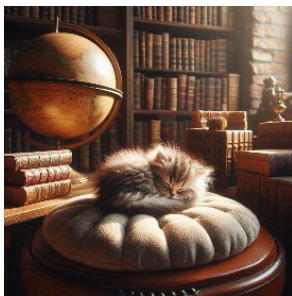
[IMAGE]

Note. Image generated using [name of GenAI tool/software], year (URL)

Example:

Figure 1

[AI generated image of a kitten sleeping on a cushion surrounded by books]



Note. Image generated using Microsoft Copilot, 2024 (<https://copilot.microsoft.com/>)

Documenting Prompts and Outputs

Template:

I acknowledge the use of insert AI system(s)/tool(s) [add link] to add how the AI was used. The prompts entered into AI system(s)/tool(s) on date include:

List the prompts.

Example:

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to generate ideas and material for background research and project planning in the drafting of this assignment. The following prompts were entered into ChatGPT on 30th March 2023:

- Explain the evidence for the existence of life outside of our solar system
- Provide a brief 5-page PowerPoint scaffold to present my findings

Related information and resources:

[QCAA](#)

[AARA resources](#)

[Queensland Certificate of Education \(QCE\)](#)

[Queensland Certificate of Individual Achievement \(QCIA\)](#)

[VET \(Vocational Education and Training\)](#)

[Australian Tertiary Admission Rank \(ATAR\)](#)

[Inclusive education policy](#)

[QCAA Artificial Intelligence Guidelines](#)

[Yeronga SHS AARA Application Form_\(Years 10-12\)](#)

[Assessment Special Provisions Form Years 7-9](#)

1 Assessment Task Distributed

Teacher's role:

- Unpack task requirements and deadlines
- Revise academic integrity standards and AARA processes

Student's role:

- Record due dates in student planner
- Ask questions to clarify expectations

2 Class Drafting

Teacher's role:

- Set checkpoints
- Request work samples to monitor Academic Integrity
- Contact home if progress is not evident and implement supports as required
- Advise curriculum HoD of concerns

Student's role:

- Adhere to task checkpoints
- Request support if required
- Apply for an AARA, if applicable, after discussion with teacher and HoD

Teacher's role:

- Collect work by 5 pm on due date (Years 7, 8, 9)
- Collect work by 8 pm on due date (Years 10, 11, 12)
- Contact home if no submission is made
- Advise curriculum HoD of non-submissions (apply support and/or consequences)
- Senior students (Year 11 and 12) will not receive feedback on late submissions

Student's role:

- Submit completed work by 5 pm (Years 7, 8, 9)
- Submit completed work by 8 pm (Years 10, 11, 12)
- Apply for an AARA, if needed, **prior** to draft due date

Draft Due Date

3

4 Draft Feedback

Teacher's role:

- Provide feedback on drafts and/or conference with student
- Remind students of final due date

Student's role:

- Ask questions to clarify feedback
- Use feedback to improve their work and prepare for final submission

Teacher's role:

- Collect work by 5 pm on due date (Years 7, 8, 9)
- Collect work by 8 pm on due date (Years 10, 11, 12)
- Contact home if no submission is made
- Advise curriculum HoD of non-submissions (apply support and/or consequences)
- Negotiate new date for approved AARA

Student's role:

- Submit completed work by 5 pm (Years 7, 8, 9)
- Submit completed work by 8 pm (Years 10, 11, 12)
- Apply for an AARA, if needed, **prior** to due date
- Sit exam at set time or provide reason for absence (senior students must provide a medical certificate)

Final Due Date

5

6 Results and Feedback on Assessment Tasks

Teacher's role:

- Grade assessment using relevant marking guide/ISMG/criteria
- Advise students of result and provide feedback on strengths and areas for improvement

Student's role:

- Record feedback in the notes section of their student planners
- Seek clarification on feedback, if necessary

Appendix B - AARA Categories

Eligibility for AARA falls within the following categories:

- long-term and chronic conditions (e.g. intellectual disability, hearing or vision impairment, physical impairment, specific learning disorders, attention deficit hyperactivity disorder, autism spectrum disorder, diabetes)
- mental health conditions such as anxiety and depression
- short-term conditions, which may improve or deteriorate over time depending on a range of factors, and temporary injuries (e.g. broken limb)
- illness (e.g. flu-like symptoms, gastroenteritis) and misadventure (e.g. flooding, death of a close family member).

For episodic conditions that may occur during timed assessment (e.g. migraines), QCAA approved AARA will not be approved on a 'just in-case' basis. If symptoms occur at the time of a scheduled internal assessment, a comparable assessment may be administered when the student is well. If symptoms occur at the time of an external assessment, an illness and misadventure application may be submitted or a late AARA request may be made.

https://www.qcaa.qld.edu.au/downloads/senior/aara_introduction_factsheet.pdf

AARA Application Flowchart for Years 10-12



AARA Application Flowchart for Years 10-12

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. [Access arrangements and reasonable adjustments \(AARA\)](#) are designed to assist these students.

