



ASSESSMENT POLICY YEAR 7 - YEAR 12



Contents

1.0 SCOPE	
2.0 PURPOSE	
3.0 PRINCIPLES	
4.0 PROMOTING ACADEMIC INTEGRITY	
Location and communication of policy	
Expectations about engaging in learning and assessment	
Appropriate material	
Assessment Completion	
Due Dates	
Submitting assessment	
5.0 Ensuring Academic Integrity	
Scaffolding	
Checkpoints	
Drafting	
Managing Response Length.....	
Access arrangements and reasonable adjustments (AARA)	
Absence at time of assessment (exams and other non-written assessment)	
Managing non-submission of assessment by the due date (written assessment)	
Internal quality assurance processes	
Review	
6.0 Managing academic misconduct	
7.0 Roles and Responsibilities	
8.0 Related School Policy and Procedures	
Appendix A – Application for AARA – Misadventure/Illness (years 7-10)	
Appendix B – Application for AARA – (years 11-12)	
Appendix C	

1.0 SCOPE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. At Bray Park State High School, we are committed to enabling opportunities where students are encouraged to achieve their best. This policy reflects student progress throughout their secondary schooling in terms of rigour and requirements for assessment. For students in years 7-10, this policy reflects the requirements and understanding of the P-12 Curriculum, assessment and reporting framework available from <https://education.qld.gov.au/curriculum/stages-of-schooling/k-12>.

For students in year 11 and 12, this policy reflects the requirements of Queensland Curriculum and Assessment Authority (QCAA) *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

2.0 PURPOSE

At Bray Park State High School, we encourage students to 'Challenge the Unknown' by cultivating a supportive, innovative community of learners. Bray Park State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. The purpose of this document is to ensure consistency and continuity of processes horizontally (from faculty to faculty) and vertically (from year level to year level). The aim of this policy is to ensure fairness and equity is maintained across the school and is designed to build student capacity as they progress through their schooling years and work towards obtaining their QCE in Years 11 and 12.

3.0 PRINCIPLES

Bray Park 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 achievement standards (years 7-10) as described in the Australian Curriculum or objectives as described by the senior syllabus. Assessment should be:

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

High-quality assessment is characterised by three attributes:

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

4.0 PROMOTING ACADEMIC INTEGRITY

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

Location and communication of policy	The school assessment policy is located on Bray Park SHS's website. The school will ensure students are made aware of this policy at the start of each school year and through general class instructions, assemblies and additional programs, including the SET and JET Plan process. Parents/carers and the wider community will be made aware via social media communication, teacher communication, enrolment information, SET and JET Plan interviews, website and newsletter. Students in years 11 and 12 are to undertake the QCAA Academic Integrity course in Life Skills at the beginning of each year.
Expectations about engaging in assessment	Bray Park SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Assessment is a vital part of the teaching and learning cycle. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement of students. Students are expected to engage in the learning of the subject or course. Students produce evidence of achievement in response to formative and/or summative assessment planned for each unit, and this evidence is used to make judgements about the student's overall level of achievement against the targeted aspects of the achievement standard or unit objectives as outlined by ACARA or QCAA that have been taught and assessed in the reporting period in each learning area/subject provided. Students in year 11 and 12 become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.
Appropriate material	Bray Park State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Learning experiences will align with curriculum and syllabus objectives and provide students with opportunities to develop appropriate assessment responses.
Assessment completion	Years 7-10: • Students are expected to complete all course and assessment requirements • Work must be authenticated as the student's own work • Teachers will use the evidence of student performance in the assessment folio to make an on-balance judgement about the student's overall level of achievement against the targeted aspects of the achievement standard that have been taught and assessed in the reporting period in each learning area/subject provided.

	Years 11-12: Units 1 & 2: • Students are expected to complete all course and assessment requirements • Work must be authenticated as the student's own work • Work must be drawn from responses to the assessments designed for reporting. Units 3 & 4: • Students are expected to complete all course and assessment requirements • Work must be authenticated as the student's own work • For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result • In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment (if applicable) for the subject • A student cannot repeat only one summative unit on its own • Where there is a senior external exam, students must complete the Senior External Examination to receive a subject result. Short Courses: • Students are expected to complete all course and assessment requirements • There must be evidence of student responses to each summative internal assessment to achieve a course result • Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded • A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result. Vocational Education and Training Subjects: • Students are expected to meet all of the academic progression requirements for the unit within the prescribed study period for all VET subjects.
Due dates	All assessment is expected to be submitted on or before the designated due dates. For Year 11 & 12, Bray Park SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Assessment will be scheduled and communicated in a timely manner to the school community via the school's website. All information relevant to a subject's assessment will be available to students and parents by Week 3 of each semester via year level Assessment Maps. Assessment will align with the relevant curriculum/syllabus requirements (e.g. assessment conditions, file types etc.).

	Staff will ensure that sufficient working time is provided for students to complete set assessments. Bray Park SHS staff will ensure that the assessment schedule gives consideration to the school calendar, and provides for internal quality assurance processes (moderation) and QCAA quality assurance processes (year 11 & 12) and all expectations regarding assessment are consistently applied. In cases where students are unable to meet a due date, they will: • inform the relevant Head of Department and classroom teacher as soon as possible; • provide the school with relevant documentation (if applicable) for example medical certificate or QCAA confidential medical report; • adhere to alternative arrangement for submission, if applicable, as decided by the school. All final decisions are at the Principal's discretion. Refer to AARA information below (Appendices A and B). Students on Alternative Pathways School-based assessments take priority over TAFE/training/university/apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/employer well in advance of assessment dates and make alternative arrangements for making up any missed time. If there are clashes with alternative pathway assessment dates, it is the student's responsibility to engage with the year level HOD and DP to negotiate submission of both assessments.
Submitting assessment	Students are required to submit all assessment evidence, including drafts, on or by the due date. This includes examinations, oral presentations, performances, assignments, role plays and folios of work. Assessment instruments will provide specific information regarding arrangements for submission of draft and final responses, including due dates, conditions and file types. Method of submission: Students are required to submit their assessment in the required format (email, electronic upload, hard copy) as stated on their assessment task sheet by 11:59pm on the due date. Non-submission of a final response (excluding exams) Years 7-10 • Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, teacher observations [7-10 only], rehearsal notes) • For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, a result of Not Rated will be recorded • Where assessment pieces include a performance, practical component or multimodal aspect, students will be required to deliver only the minimum requirement of the assessment task on the first day they are present at

	school on/after the due date has passed using any previous drafting and/or classwork evidence available which aligns to the assessment piece. Years 11-12 • Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, rehearsal notes) • For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system • In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject • Students must complete external assessment on the date published by the QCAA.
--	---

5.0 ENSURING ACADEMIC INTEGRITY

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Bray Park SHS staff will ensure that processes and high expectations regarding academic integrity are part of our school culture. School leaders and subject teachers will ensure consistent application of this policy.

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 responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks, supporting students to develop their independence in completing assessment. Scaffolding may be provided to individual students or the whole class.
Scaffolding (continued):	Scaffolding may include: • breaking a complex task, learning experiences, concepts or skill into discrete parts; • modelling thought processes required to complete parts of an assessment task; • pre-teaching vocabulary specific to the subject and assessment tasks; • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response; • showing examples of responses and demonstrating the match to performance descriptors;

	• using visual frameworks or graphic organisers to plan responses.
Checkpoints	Checkpoints (including draft due date/s) will be provided to students to assist them to manage the completion of the assessment task. Checkpoints will: • be detailed on assessment instruments; • enable student progress to be monitored; • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers and Heads of Department may make contact with parents/carers following scheduled checkpoints regarding student progress in assessment.
Drafting	Drafts are to be submitted on or before the due draft date in the format required as stated on the assessment. Drafts allow teachers to monitor student work in development. Before submitting a close-to-final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. Types of drafts differ depending on subject, for example written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Teachers may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning. Feedback on a draft is: • Delivered in a consistent manner and format for all students; • A consultative process that indicates aspects of the response to be improved or further developed; • Provided within a reasonable timeframe from submission of draft and before final submission; • Provided on a maximum of one draft of each student's response in Year 11 to 12. Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work. Non-submission of drafts Parents and carers will be notified about non-submission of drafts. Students will be required to produce a response to the assessment task in the next class lesson. They will not be provided formal feedback on this draft.
Drafting (continued)	

Managing response length	Students must adhere to assessment response lengths as specified in the task. For years 11 and 12, assessment conditions including word length are specified by syllabus documents. The procedures below support students to manage their response length: • All assessment instruments indicate the required length of the response; • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task; • Model responses within the required length are available; • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the task/syllabus, the school will use the following process: • Allow a student to redact their response to meet the required length, before a judgement is made on the student work • If a student decides not to redact or does not do so in the time allocated by the teacher, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit. Teachers annotate any such student work submitted for confirmation purposes (Year 11/12 Units 3 & 4) to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. So as to ensure the originality of student responses, teachers will make use of a number of authentication strategies as promoted by the QCAA. These may vary across a range of subjects. Strategies may be utilised throughout the teaching and learning process and/or in assessment design and may include: • Teacher observations and supervision of students completing their work; • Requirements for submitting a draft; • Requiring part/all work to be completed in class; • Signing an authorship declaration. Authentication strategies will be indicated on assessment instruments. In cases where a student response is not authenticated as their own work, academic misconduct consequences may follow.
Access arrangements and reasonable adjustments (AARA)	All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Bray Park SHS is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to participate in assessment, including submission on or before the due date. Access Arrangements and Reasonable Adjustments (AARA) - Years 11-12: Bray Park SHS and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for assessment.

AARA (continued):

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

For students in years 11 and 12, the school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>. The QCAA or the Principal manages all approval of AARA for students in years 11 and 12. All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (for example misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (for example family holidays or sporting events)
- matters that the school could have avoided (for example incorrect enrolment in a subject).

Illness and Misadventure

Students whose ability to attend or participate in assessment is adversely affected by illness or an unexpected event (misadventure) may be eligible for provisions. The following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation for example summons/subpoena to appear in court or close family members' death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure (year 11 and 12).
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment (year 11 and 12).
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule,

or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA (year 11 and 12).

Application for AARA:

Application Category	Person responsible	Documentation required
Disability	Deputy Principal – Inclusion	Supporting documentation as determined by DP - Inclusion or as stated in the QCAA <i>QCE and QCIA Handbook</i> for years 11/12.
Long term Medical Condition	Deputy Principal – Inclusion	Supporting documentation as determined by GO or as stated in the QCAA <i>QCE and QCIA Handbook</i> for years 11/12.
Social/emotional	Guidance Officer	Supporting documentation as guided by the QCAA <i>QCE and QCIA Handbook</i> e.g. QCAA Confidential Medical Report.
Misadventure/Illness – Year 7-10	Prolonged absence and/or impacting more than 1 subject year level HOD (HOD Junior Secondary Years 7&8 or HOD Middle Schooling Years 9&10) Short term absence impacting 1 subject – Curriculum HOD	Medical certificate is the preferred documentation for all year levels and a requirement for year 10 if AARA is for illness. If this is not possible, parent contact may be acceptable for years 7-9. Appendix A - Application
Misadventure/Illness – Year 11 -12	HOD – Senior Schooling	Supporting documentation as stated in QCAA <i>QCE and QCIA Handbook</i> . Appendix B – Application

Supporting Documentation (disability and medical condition):

Where a medical report is required to support an application for an AARA, the medical report must provide:

- diagnosis of disability and/or medical condition*;
- date of diagnosis;
- date of occurrence or onset of the disability and/or medical condition;
- symptoms, treatment or course of action related to the disability and/or medical condition;
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment;
- professional recommendations regarding AARA.

*When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report.

Supporting Documentation (illness and misadventure):

	To make an informed decision about an illness and misadventure application, the QCAA, for students in years 11 and 12, requires a report from an independent health professional that includes the following details: • the illness, condition or event (including details of a diagnosis, where applicable); • date of diagnosis, onset or occurrence; • symptoms, treatment or course of action related to the condition or event; • explanation of the probable effect of the illness, condition or event on the student's participation in the assessment; • for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.
Absence at the time of assessment (exams and other non-written assessment)	Non-written assessment includes performances, oral presentations or other assessment modes that require a student to be present to undertake the assessment on the scheduled date. Students who miss exams or other non-written assessment without documentation (see above) or AARA, may be given an N rating (years 7-10) and a loss of credit for a unit/subject (years 11 & 12). Parents must be notified of this by Head of Department, subject coordinator or classroom teacher. Non-completion of assessment may trigger an academic audit by year level DP, and in Senior phase, may lead to the cancellation of enrolment process. <i>Junior and Middle School (Years 7-10)</i> Students who miss an exam or non-written assessment during their normal class lessons should expect to complete assessment as soon as practicable upon their return to school. Curriculum Heads of Department and/or year level HOD will decide processes for sitting assessments. Curriculum HODs should liaise with year level DPs to determine whether the student's results will be accepted for subject credit. In some cases, teachers may use alternative evidence provided on or before the due date e.g. practice exam, performance, to make judgments on a student's achievement against the standards. Where students do not sit the exam or complete the non-written assessment, an N rating may be applied, and therefore the student may not meet the requirements for that subject to receive an academic result at reporting, depending on the overall summative assessment folio. <i>Senior School (Years 11-12)</i> Students who miss an exam or non-written assessment without documentation MAY be able to sit for those assessments. All arrangements for catching up missed assessment must be referred to the Curriculum HOD where parent/carer contact is made. The Curriculum HOD will confer with the Head of Department Senior Schooling regarding the next steps. Students will have to provide documentary evidence, as soon as practicable, in order to sit the comparable exam or complete the assessment. As per QCAA, students must: • provide appropriate documentation for any assessment that is missed;
Absence at time of assessment (continued):	

	• attempt all summative assessment; • meet deadlines as set by QCAA. All external exams are subject to QCAA policy. Students who miss an external exam will not be provided the opportunity to sit a comparable exam. Where students do not sit the exam or complete the assessment, or are not eligible to sit the exam, an N rating may be applied which may result in loss of credit for the unit.
Managing non-submission of assessment by the due date (written assessment):	If assessment responses are not submitted by the designated due date, teachers will make judgements on evidence available on or before the due date. This may take the form of previously submitted drafts, class work or other authenticated evidence. Teachers will contact parents via email or phone to notify them that their child has not completed the required assessment. Late submissions will not be accepted without an approved AARA. Should the student refuse to follow the process, they will be enrolled in the re-engagement room until such a time as a response is provided. Note: Technology issues are not considered an extenuating circumstance, and therefore are not a reason for a non or incomplete submission of assessment. If no evidence can be used to make a judgement, a student will receive a 'Not-Rated'. In such circumstances where a student response is judged as NR, the student may not meet the requirements for that subject to receive an academic result at reporting or, in the case of year 11 and 12, a subject result and corresponding QCE credit/s. In the case of VET subjects, a student may risk not achieving the unit of competency and/or qualification. In year 11 and 12, a student's QCE and ATAR eligibility may be at risk in the case of non-submission of assessment.
Internal quality assurance processes	Bray Park State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • Quality assurance of all assessment instruments before they are administered to students using quality assurance tools. • Quality assurance of judgements about student achievement.
Internal quality assurance processes (continued):	In years 11 and 12, all marks for summative internal assessment in Units 3 & 4 for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review	Internal moderation processes are systematically and consistently applied across the school and include: • cross marking; • folio reviews; • moderation; • calibration.

6.0 Generative AI

Purpose & Scope

This policy establishes guidelines for the responsible and constructive use of Artificial Intelligence (AI) at Bray Park State High and ensures the safe, ethical and responsible adoption of artificial intelligence across teaching, learning and assessment. It aligns with the Australian Framework for Generative AI in Schools (endorsed June 2025) ([Ministerial Media Statements+15Department of Education+15Education+15](#)) and QCAA guidance on academic integrity, digital literacy and curriculum design ([QCAA+2QCAA+2QCAA+2](#)).

Definitions	<u>Generative AI</u> Gen AI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT. (Australian Framework for Generative Artificial Intelligence in Schools) <u>Artificial Intelligence</u> Artificial intelligence (AI) refers to computer systems that can simulate human intelligence to learn, reason and problem-solve. AI is used in many products and services we use daily, from search engines to smartphone assistance. (Australian Framework for Generative Artificial Intelligence in Schools)
Guiding Principle	<u>Academic Integrity</u> Maintain authenticity of student work; AI use must not substitute original thinking. AI use by students in assessments must not compromise the authenticity or integrity of their work. If permitted, AI must not be used for parts of the task that are formally assessed using the marking guide. (https://www.qcaa.qld.edu.au/downloads/p_10/factsheet_ai_guidance_schools.pdf)
Scope	Each faculty e.g., Maths, Science, English, Visual Arts is responsible for determining if and how generative AI may be used in subject assessments adhering to QCAA/ACARA guidelines. This may involve setting clear limitations or permissions for activities such as data generation, idea brainstorming, content summarisation, and code or language analysis data generation. Specific guidelines for AI use should be clearly outlined on the task sheet for each assessment item.
AI Use by Students	<u>Permitted:</u> With teacher consent, AI can support learning (e.g., research ideas, feedback scaffolds), but must be properly attributed with references or disclaimers. <u>Prohibited:</u> Unattributed AI-generated responses in formal assessments or assignments. <u>Authentication:</u> All student work must reflect their own thinking; drafts will be checked for originality and AI misuse (QCAA)
Equity	Students who choose not to use generative AI in completing their assessment tasks will not be disadvantaged. The use of generative AI is optional and may be employed by students in certain contexts at their discretion.

Guide for Engaging with Generative AI

Level of AI		Level Description of AI	Examples of Learning & Assessment *Including but not limited to
1	NO AI	The assessment task is completed entirely without AI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.	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.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used to support the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.	Students use AI to generate ideas. Students use AI tools to brainstorm potential solutions and develop innovative ideas. Students collaborate with AI to identify effective response structures.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no responses must be generated using AI. AI can be used to suggest edits to your original work. The use of AI as a suggestive editing tool must be cited.	Students use AI to convert their handwritten notes into a typed copy. Students use AI to organise their research findings. Students use AI to assist with spelling, punctuation and grammatical structures.
4	AI TASK COMPLETION; HUMAN EVALUATION	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. AI can be used to complete specified tasks in the assessment item. Any AI-created content, including prompts, must be cited.	If the task permits, students can use AI tools to generate content and/or structure as per the assessment guidelines. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided.
5	FULL AI	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. AI can be used throughout the assessment item. Any AI-created content, including prompts, must be cited.	Students provide AI with their research and ideas, then use the AI generated synthesis to create an assessment item response. Students supply AI with their concepts and requirements to generate a visual representation or image.

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/>

References

Referencing Generative AI At Bray Park 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.

For example:
 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 Corella [https://corella.ai.qld.gov.au/chat] to generate ideas and material for background research and project planning in the drafting of this assignment. The following prompts were entered into Corella on 30th March 2023: - Explain the evidence for the existence of life outside of our solar system.
--	--

7.0 MANAGING ACADEMIC MISCONDUCT

Bray Park SHS 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. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent. The following are some examples of academic misconduct along with the procedures for managing them.

Type of misconduct	Examples	Procedures for managing academic misconduct
Cheating while under supervised conditions	- beginning to write during perusal time or continuing to write after the instruction to stop work is given - using unauthorised equipment or materials - having any notation written on the body, clothing or any object brought into an assessment room - communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student	Concerns about academic misconduct will be managed by: - Concern/incident reported to teacher or identified by teacher; - Curriculum Head of Department informed and investigates to establish the extent of incident; - Year level HOD and DP informed of the incident to discuss appropriate consequence in line with BPSHS Student Code of Conduct and QCAA policies and procedures. - Principal informed as appropriate.
Collusion	- when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work) - assisting another student to commit an act of academic misconduct	For authorship issues 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.

Contract cheating/significant contribution of help	• asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response • paying for someone or a service to complete a response to an assessment	For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the task/syllabus, on or before the due date. For instances of academic misconduct during examinations Students will be awarded a Not-rated (NR). For all other instances of academic misconduct where AI is used to create the response to the assessment task If academic misconduct is suspected, such as using AI or external help, and a student's authorship cannot be confirmed, the school will allow the student to verify their work's authenticity. They may need to remove unoriginal sections and prove the rest is their own. A student will be graded only on work they can verify as their own.
Copying work	• deliberately or knowingly making it possible for another student to copy responses • looking at another student's work	
Disclosing or receiving information about an assessment	• giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment • making any attempt to give or receive access to secure assessment materials	
Fabricating	• inventing or exaggerating data • listing incorrect or fictitious references	
Impersonation	• allowing another person to complete a response to an assessment in place of the student	
Misconduct during an examination	• distracting and disrupting others in an assessment room	
Plagiarism or lack of referencing	• completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)	
Self-plagiarism	• duplicating work or part of work already submitted as a response to an assessment	
Artificial intelligence or Generative AI	• Refer to the guide for engaging with Generative AI	A student's use of generative AI in an assessment will be considered academic misconduct unless the task explicitly requires or permits AI use, and any use

8.0 ROLES AND RESPONSIBILITIES

Student	• To participate in the program of instruction and demonstrate all mandated requirements of study. • To be aware of all Assessment Due Dates (incl. drafts/checkpoints) and plan accordingly for success. • To access and download the Assessment Map from the School's website. • To use any class-time provided for assessment work effectively. • To complete and provide a full and complete submission of ALL TASKS by the stipulated due date (incl. drafts/checkpoints). • To be aware of and understand the implications for non-submission of ALL TASKS. • To demonstrate Academic Integrity by submitting work that is authentic and appropriately referenced etc. • To keep evidence of all assessment submitted (receipts/'screen captures'/files etc.). • To apply - if required - for an AARA, with supporting documentation in a timely manner. • To communicate with the Teacher/DP/Guidance Officer if there are concerns with my progress. • To ensure all assessment and classwork is backed up. IT failure is not a 'valid reason' for a student to request an extension to an assessment date. • Seek feedback and guidance from the classroom teacher throughout the assessment period. • To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested
Parent	• To support the student in the program of instruction to then demonstrate all mandated requirements of study. • To note all Assessment Due Dates (incl. drafts/checkpoints) to help students plan accordingly for success. • To monitor school correspondence - including from classroom teacher - re assessment/exams etc. • To contact the students YLC/DP/Guidance Officer if there are concerns regarding progress and/or learning. • To support - if required - an application for Extension/AARA, by providing supporting documentation in a timely manner. • To support the school in the function of the Assessment Policy; including the application of consequences for non-submission or non-completion of assessment/coursework. • To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested.
Classroom teacher	• To develop a Unit Plan (7-10), Teaching Learning and Assessment Plan (11-12), Study Plan (11-12) or Training Assessment Strategy (VET) that merits the requirements of the Australian Curriculum or QCAA.

	• To provide students with a course/unit outline; including details of assessment etc. • To design and administer quality summative assessment to correlate with year or band plans that provide for equitable access for all students to the assessment, making any adjustments necessary for individual students. • To plan and document adjustments to assessment as detailed in the BPSHS Whole School Approach to Differentiated Teaching and Learning, Inclusion Policy and AARA process. • To implement any differentiation or adjustments to assessment in accordance with the approved Personalised Learning Plan (PLPs) or AARA. • To consult with Inclusion Teachers regarding suitable differentiation and adjustments. • To clearly outline the submission requirements and deadlines to students. • To contact parents/carers (phone/email) when there are concerns about student progress. Ensure that records are logged on OneSchool and referred - if necessary - to the relevant HOD/DP. This includes through the teaching/learning, drafting, draft, feedback and final submission phases of the assessment instrument. • To engage in faculty led moderation; ensuring accuracy and alignment of the awarding of achievement standards or competencies. • To provide appropriate class-time for assessment and timely feedback on student progress to students. • To support and adhere to the Assessment Policy. • To follow school and faculty guidelines for the submission, storage and achievement recording of student responses (assessment); whilst meeting timelines for Academic Reporting.
Head of Department	• To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.) • To compile and publish all assessment dates on platforms (Assessment Maps) as requested by the Deputy Principal. • To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts. • To investigate suspected Academic Misconduct through the Student Code of Conduct. • To support staff and ensure they are following due process by contacting parents/carers re concerns of student progress/learning or failure to meet submission deadlines (drafts/checkpoints and final). • To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the classroom teacher. • To work with the classroom teacher and inclusion teachers - where required - to implement or support the PLP, ICP, Extension or AARA. • To establish and communicate faculty guidelines for the submission, storage and achievement recording of student responses (assessment).
Deputy Principal Inclusion and Year Level Head of Department	• To consider - in consultation with the year level DP - applications for AARA.

	• For approved applications; 1) Build Support Provision. 2) Communicate decision to student, parent/caregiver and classroom teacher/s; providing the approved form/decision outcome. • For not approved applications; 1) Record application in OneSchool as a contact. 2) Communicate decision to student and parent/caregiver. 3) Advise teacher to ensure clarity. • To maintain an accurate record of all applications in a central location for HODs and DPs - providing essential information only, in consideration of privacy. • Liaise - where required - with the DP Inclusion and Guidance Officer.
Deputy Principal	• To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.) • To oversee and manage the collation of Assessment Due Dates and coursework requirements. • To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts. • To investigate, in collaboration with the Curriculum HOD, suspected Academic Misconduct. • To support staff and ensure they are following due process by contacting parents/carers re concerns of student progress/learning or failure to meet submission deadlines (drafts/checkpoints and final). • To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the Head of Department • To work with the Head of Department - where required - to implement or support the ISP, ICP, Extension or AARA. • To oversee the management and implementation of sub-school and faculty guidelines for the submission, storage and achievement recording of student responses (assessment).

8.0 RELATED SCHOOL POLICY AND PROCEDURES

- Whole school curriculum plan
- AARA Policy and Procedures
- Student Code of Conduct
- VET Student Handbook

Appendix A – Application for AARA – Misadventure/Illness (years 7-10)



Bray Park State High School
Access Arrangements and Reasonable Adjustments (years 7-10)
Misadventure or illness (short term)

This form is to be used by students in years 7-10 applying for an Access Arrangements or Reasonable Adjustments (AARA) for 1 or more assessment items. If applying for an AARA for 1 subject only, this form is to go to the HOD Curriculum for the subject. If applying for an AARA for more than 1 subject, take this form to your year level HOD (Mrs Elliott or Mrs Ballantyne)

Student: _____ House Group: _____ Date: _____

SECTION 1: APPLICATION CATEGORY & REASON			
Barrier category:		Reason for application:	
Temporary ☐ Intermittent ☐		Misadventure ☐ Illness ☐	
Details of application:			
The student is applying for the following type of support:			
☐ Comparable task or revised date (exam only)			
☐ Extension of assessment (extended response project/performance/non-examination only)			
☐ Assessment adjustment			
Documentary evidence (e.g. medical certificate):			
Parent Contact (as recorded on OneSchool) Yes ☐ N/A ☐		Medical Certificate Yes ☐ N/A ☐	
Other documentation (please state): _____			
Student Signature		Date	
Parent Signature		Date	
Application sent via	☐ Email ☐ Hard-copy ☐ Other	Date Submitted	
SECTION 2: SUBJECTS			
Subject	Task	Original Due Date	Approved adjustments to assessment and/or conditions (see below) (OFFICE USE ONLY)
Possible Adjustments:			
- extra time and/or rest breaks (e.g. extra 5 min per 30 min) - extension		- assistive technology, including the use of a computer - a reader and/or scribe, additional physical assistance variation to venue	
Section 3: FINAL APPROVAL			
HEAD OF DEPARTMENT	Signature:		Date:
Section 4: OFFICE USE ONLY			Initial
Advise student and parent/carer of outcome (record on OneSchool)			☐ YES
Email teacher/s copy of AARA document to be attached to student assessment			☐ YES
uploaded onto One School by HOD in contacts			☐ YES

Bray Park State High School
Access Arrangements and Reasonable Adjustments (AARA)
Principal Approved Application

The QCAA recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Please refer to Bray Park State High School's Assessment Policy prior to the submission of an AARA application.

Application is to be received a minimum of 2 weeks before the assessment due date, where possible.

Student Details			
Name:		House Group:	
Date:		LUI:	

Period of AARA (please indicate): ☐ Unit 1 ☐ Unit 2 ☐ Unit 3 ☐ Unit 4

AARA Eligibility Details. *Please indicate and briefly describe the disability, condition or circumstance.*

Timeframe	Category	Examples	Details
☐ Temporary	☐ Illness/misadventure	Unforeseen circumstances/unexpected event, injury or diagnosed illness, bereavement, trauma	

Medical report

Must be completed by a relevant practitioner who is a general practitioner (GP), or medical specialist (registered under Queensland's *Medical Practitioners Registration Act 2001*), and who is not related to the student or employed by the school, that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition

Unit 1: Subject	Teacher and HOD	Assessment Due Date	Requested extension date	Description of task
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			

Unit 2: Subject	Teacher and HOD	Assessment Due Date	Requested extension date	Description of task
--------------------	-----------------	---------------------	--------------------------	---------------------

	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			

Unit 3: Subject	Teacher and HOD	Assessment Due Date	Requested extension date	Description of task
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			

Unit 4: Subject	Teacher and HOD	Assessment Due Date	Requested extension date	Description of task
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			
	Teacher Signature:			
	HOD Signature:			

--	--	--	--	--

Student Statement

Describe how the disability, impairment, medical conditions or other circumstance is a barrier to your access to the assessment and/or ability to communicate a response to assessment
Comment on how the disability, impairment, medical conditions or other circumstances affects your daily functioning in the classroom
Detail what kind of arrangements or adjustments enable you to complete assessment

Student signature: _____ Date: _____

Parent/guardian signature: _____ Parent name: _____

In signing this I give my consent for relevant information to be shared with the Queensland Curriculum and Assessment Authority (QCAA) in order to process this application.

Office use only

AARA approved?	☐ Yes ☐ No
Description of AARA approved (including amended dates for submission):	
Reason for refusal:	☐ Parent informed and contact recorded
Signature of Principal's delegate:	Date:

Checklist:	
☐	Confirmation email completed
☐	OneSchool AARA support provision recorded
☐	Submission/notification of QCAA via portal

Appendix C – Flowchart of Assessment

