



Wellington Point
STATE HIGH SCHOOL



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Assessment Policy

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School assessment policy

Wellington Point State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity and validity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Working together, Wellington Point State High School aims to realise the potential of every student as we empower them to become lifelong learners and responsible global citizens.

This Policy aims to achieve consistency, fairness and predictability in the assessment design, implementation and marking processes at Wellington Point State High School. It is designed to build all stakeholders' capacity as students work from year 7 through to year 12, towards summative assessment completion for the QCE.

Principles

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

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

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

High-quality assessment is characterised by three attributes:










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

Promoting academic integrity

Wellington Point State High School promotes academic integrity through explicit teaching, skill development and modelling of assessment policy, processes and procedures as outlined below:

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located on the school website at https://wellingtonpointshs.eq.edu.au/support-and-resources/forms-and-documents. All questions regarding this policy should be directed to curriculum HODs and Deputy Principals.</p> <p>To ensure the assessment policy is consistently applied, it will be explained and revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during senior education and training (SET) planning • when assessment planners are distributed each semester • when each task is handed to students • in the newsletter and by email as deemed relevant.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	<p>Wellington Point State High school has high expectations for academic integrity and student participation and engagement in learning and assessment. Junior students will engage in learning and assessment in all eight learning areas of the Prep to year 10 Australian Curriculum. 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. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date • follow the school's AARA process to apply for reasonable adjustments to assessment. <p>To emphasise the importance of sound academic practices, staff and Senior students will complete the QCAA academic integrity courses as they become available.</p>
Due dates Section 8.2.1 Section 8.2.7	<p>School responsibility</p> <p>Wellington Point State High School is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date. Due dates for final responses will be published in the assessment planners through One School. All students will be provided with an individualised assessment calendar by the start of Week 3 each semester. The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers

QCE and QCIA policy and procedures handbook	Policy and procedures
	<ul style="list-style-type: none"> • be consistently applied • be clearly communicated by Week 3 each semester • align with the school's academic reporting, block exams and senior assessment schedule • give consideration to the school calendar • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their student planners or study calendars • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment (AARA or Junior Application for Extension), if applicable, as decided by the school. <p>All final decisions are at the principal's discretion. Refer to AARA and Junior Application for Extension information below.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment Instruments: Assessment instruments are created using common school templates (Junior, Applied, General), or QCAA's template for year 12 General subjects, and will provide information about the school's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Collecting Student Responses: All assessment evidence, including draft responses, will be submitted by their due date and, wherever possible, via QLearn with a similarity report completed by Turnitin and verified by teachers. Examinations, handwritten or practical work completed under teacher supervision is not required to be submitted through QLearn. On behalf of students, teachers may upload student responses to QLearn for the purpose of completing a Plagiarism Check.</p> <p>Storing Student Responses: Senior School: Final responses for all internal assessment, along with any evidence used for making judgements will be collected and stored in each student's folio in the Senior Assessment folder on SharePoint. Live performance assessments will be recorded and stored here as required for QCAA processes. Draft responses will be stored by the teacher as per individual faculty guidelines.</p> <p>Junior School: Final responses for all summative assessment instruments, along with any evidence used for making judgements will be collected and stored as per individual faculty guidelines for storing student work.</p>

QCE and QCIA policy and procedures handbook	Policy and procedures									
Referencing	To replicate expectations at most universities, individual faculties at Wellington Point State High School nominate the preferred Referencing Style Guide to be used by students in individual assessment instruments. The preferred Referencing Style Guide should be identified on assessment instruments and taught explicitly. Faculties use either the Harvard or APA Referencing Guides.									
Generative Artificial Intelligence Framework	<p>In alignment with Education Queensland and the QCAA, the school recognises the benefits and challenges presented by AI. The school is committed to ongoing teacher professional development in the use of generative AI tools to enhance and support teaching and learning, including its appropriate and transparent use in some assessment instruments. As a school, we have implemented an AI Framework with 3 possible levels of AI use for assessment instruments. If an assessment instrument permits the use of generative AI (level 2 or level 3), the assessment instrument must include:</p> <ul style="list-style-type: none">the level of AI use permittedthe components of the task for which AI use is permittedthe referencing system to be used to cite/reference the use of generative AI. <table><tr><th>Level 1</th><th>Level 2</th><th>Level 3</th></tr><tr><td></td><td></td><td></td></tr><tr><td>This assessment task does not permit the use of generative AI tools for any component.</td><td><p>This assessment task permits the use of generative AI for the following components of this task:</p><ul style="list-style-type: none">[component 1][component 2]<p>Students are required to cite/reference their use of generative AI tools using the Harvard/APA referencing guide.</p></td><td><p>This assessment task permits and requires the use of teacher-specified generative AI tools for the following components of this task as per assessment task:</p><ul style="list-style-type: none">[component 1][component 2]<p>Students are required to cite/reference their use of generative AI tools using the Harvard / APA referencing guide.</p></td></tr></table>	Level 1	Level 2	Level 3				This assessment task does not permit the use of generative AI tools for any component.	<p>This assessment task permits the use of generative AI for the following components of this task:</p> <ul style="list-style-type: none">[component 1][component 2] <p>Students are required to cite/reference their use of generative AI tools using the Harvard/APA referencing guide.</p>	<p>This assessment task permits and requires the use of teacher-specified generative AI tools for the following components of this task as per assessment task:</p> <ul style="list-style-type: none">[component 1][component 2] <p>Students are required to cite/reference their use of generative AI tools using the Harvard / APA referencing guide.</p>
Level 1	Level 2	Level 3								
										
This assessment task does not permit the use of generative AI tools for any component.	<p>This assessment task permits the use of generative AI for the following components of this task:</p> <ul style="list-style-type: none">[component 1][component 2] <p>Students are required to cite/reference their use of generative AI tools using the Harvard/APA referencing guide.</p>	<p>This assessment task permits and requires the use of teacher-specified generative AI tools for the following components of this task as per assessment task:</p> <ul style="list-style-type: none">[component 1][component 2] <p>Students are required to cite/reference their use of generative AI tools using the Harvard / APA referencing guide.</p>								
Appropriate materials Section 8.2.2	Wellington Point State High School is an inclusive school. Stimulus materials, topics, resources and texts are selected by teachers with consideration given to appropriateness, accessibility, availability, suitability, and student interests and abilities. Student choice and agency is encouraged where suitable and with appropriate guidance and scaffolding.									

Ensuring academic integrity

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

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	<p>Wellington Point State High school provides scaffolding as an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none">• breaking a complex task, learning experience, concept or skill into discrete parts• pre-teaching vocabulary specific to the subject and assessment instrument• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response• showing examples of responses and demonstrating the match to standards• using visual frameworks, graphic organisers or templates to plan responses• providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument• guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument• providing prompts and cues to inform students about the requirements for their response. <p>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding.</p>
Checkpoints Section 8	<p>Teachers:</p> <p>Teachers will provide students with various checkpoints between assessment hand out and due dates. These will be specified on senior assessment task sheets. Teachers use checkpoints to:</p> <ul style="list-style-type: none">• clarify assessment expectations for students• discuss and gauge progress towards task completion• help students develop strategies to submit assessment by the due date• gather evidence on or before the due date• provide points of intervention, including contacting parents or case managers• embed authentication strategies. <p>Students:</p> <p>Students are responsible for meeting checkpoints outlined on assessment instruments, in the assessment calendar and/or communicated by teachers. They must:</p> <ul style="list-style-type: none">• complete responses by the designated timeframes• have evidence of their work with them in classes• provide evidence of their responses to their teacher• engage in feedback and consultation conversations with their teacher• ask for help when required.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Drafting Section 8.2.5</p>	<p>Drafts and feedback:</p> <p>A draft is a preliminary version of a response to an assessment task. It should contain the features of the final response. A draft is a point-in-time demonstration of a student's learning and their understanding of the assessment task requirements.</p> <p>The draft response that a student submits to a teacher should be developed over a period of time after a process of practising (e.g. their presentation or performance), reflecting and editing. Teachers can use a student's draft response to confirm that a student's assessment is their own work, as the draft shows the progression of a student's thinking.</p> <p>Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task. The draft may be written or spoken to mirror the response requirements of the assessment instrument. A draft requires formal feedback from the teacher.</p> <p>Teachers may present feedback on a written or spoken draft in a variety of ways, e.g. orally, in writing, to an individual or the whole class, and/or through questioning.</p> <p>Teacher feedback on a draft may include advice to:</p> <ul style="list-style-type: none"> • consider other aspects of the text, report, performance or activity • develop the response to show more awareness of the intended audience or purpose • rearrange the sequence and structure of the response to prioritise the most important points • investigate further to expand the response • synthesise the response by editing or removing excess information • adhere to the required response length by editing and refining the response, checking for relevance or repetition, etc. • adhere more closely to the referencing style required by the task. <p>When giving feedback on a draft, a teacher:</p> <ul style="list-style-type: none"> • may provide feedback on a maximum of one draft of each student's response • may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft • may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation • should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements • should not introduce new ideas, language or research that would compromise the authenticity of student work. <p>Feedback on a draft should form only one part of the feedback the teacher provides to a student throughout their study.</p> <p>Storing drafts:</p> <ul style="list-style-type: none"> • Drafts and draft feedback should be stored by the teacher as per individual faculty guidelines. <p>Late submission of a draft:</p> <ul style="list-style-type: none"> • teachers contact parents/carers and record the contact on One School.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<ul style="list-style-type: none"> teachers provide feedback on the late draft where it is fair and reasonable to do so in alignment with faculty guidelines. <p>Non-submission of a draft:</p> <ul style="list-style-type: none"> teachers contact parents/carers and record the contact on One School.
<p>Managing response length Section 8.2.6</p>	<p>All assessment instruments in a syllabus indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:</p> <ul style="list-style-type: none"> indicate the scope and scale of the response required ensure equity of conditions for all students support students to develop skills in managing the length, scope and scale of their responses appropriately <p>In years 7-10:</p> <ul style="list-style-type: none"> ensure that length requirements in ACARA syllabuses are met <p>In years 11 and 12:</p> <ul style="list-style-type: none"> ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement ensure that students are informed about what is included in the response length ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus. <p>Strategies for managing response length before assessment submission</p> <p>Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:</p> <ul style="list-style-type: none"> develop and administer valid assessment instruments of suitable scope and scale implement effective teaching and learning strategies so students can learn effective skills to use when responding to assessment techniques, e.g. provide examples of assessment responses within the response length (word length, duration of time or page count) explicitly model how to create and draft a response to an assessment in the required mode provide feedback on one draft or at checkpoint dates if the student work does not meet the assessment conditions give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions. <p>Strategies for managing response length after assessment submission</p> <ul style="list-style-type: none"> Teachers will make clear in the 'authentication strategies' section of assessment instruments, which of the following two actions will be taken if the response exceeds the maximum length required: <ul style="list-style-type: none"> You will be given minimal time to redact your response to meet the length requirement if required. OR For over-length responses, the teacher will read only to the word length and annotate where they have stopped reading. They will implement the identified strategy when marking over-length responses. When marking over-length responses, teachers will not: <ul style="list-style-type: none"> change the tool being used for making a judgment penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result.

QCE and QCIA policy and procedures handbook	Policy and procedures
Authenticating student responses Section 8.2.8	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Wellington Point State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. This includes the requirement that, where possible, all student responses are submitted through QLearn's 'Assignment' function, including the Turnitin plagiarism check. Practical responses or those completed under supervised conditions are not required to be submitted through QLearn.</p> <p>To authenticate student responses, teachers will:</p> <ul style="list-style-type: none"> • take reasonable steps to monitor student work, authorship and progress at various checkpoints throughout the assessment cycle • collect and observe evidence of student work and ownership of ideas throughout the process, such as outlines, plans, scaffolds, notes, conversations etc. • make clear on assessment instruments and in class which level of AI use is permitted for the task and in what capacity • explicitly teach the nominated referencing requirements and style for the task • follow the necessary steps in QLearn to enable students to submit their responses digitally through the Assignments tab and enable Turnitin plagiarism checking software reports to be run • explicitly teach students how to upload their responses through QLearn • access student responses through QLearn, completing the plagiarism checks, including clicking on the percentage to check specifically for 'AI writing'. <p>To authenticate their own responses, students must:</p> <ul style="list-style-type: none"> • meet checkpoints and timelines outlined on assessment instruments • engage in conversations with teachers about their ideas, plans and progress • complete work in class and keep evidence of any notes, planning, brainstorming, etc. • follow the nominated referencing style guide and cite any sources used, including AI generative software • engage in the school's authentication of student work process by: <ul style="list-style-type: none"> ○ signing the authenticity statement for each task OR confirming the authenticity of your work when submitting through QLearn ○ submitting responses through QLearn when required ○ participate in interviews as required during and after the development of your assessment responses. <p>In cases where a student response is not authenticated as their own work, the procedures for managing alleged Academic Misconduct will be followed.</p>
Senior School Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	<p>AARA are provided to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>These barriers fall into three categories:</p> <ul style="list-style-type: none"> • long-term and chronic conditions • short-term conditions and temporary injuries • illness and misadventure.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Section 6</p>	<p>For AARA, disability has the same meaning as defined under section 4 of the DDA. The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, the presence in the body of disease-causing organisms and disability that is imputed to the person.</p> <p>For AARA applications the QCAA uses the same broad disability categories that are used for the Nationally Consistent Collection of Data on school students with disability (the NCCD):</p> <ul style="list-style-type: none"> • cognitive • physical • sensory • social/emotional. <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.</p> <p>Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances.</p> <p>AARA applications and relevant documentation is available on the school's website: https://wellingtonpointshs.eq.edu.au/support-and-resources/forms-and-documents</p> <p>The principal or principal's delegate is responsible for reviewing and making decisions about AARA applications.</p>
<p>Junior School Reasonable adjustments to assessment</p>	<p>Adjustments to assessment conditions may be made for students in years 7-10 to minimise barriers for a student whose disability, impairment, medical condition or other circumstance may affect their ability to read, response to or participate in the assessment. These adjustments are made in consultation with curriculum teachers and HODs, case managers and the HOSES. Adjustments are recorded by the teacher or Case-manager on One School in the Student Profile / Support tab.</p>
<p>Junior School Extension requests</p>	<p>Parents/carers may request an extension to the due date for the following reasons:</p> <ul style="list-style-type: none"> • illness and misadventure (i.e. unforeseen circumstances, injury, death in the family) • other situations which may prevent students from demonstrating their learning, knowledge and skill in assessment. • cultural or representative sporting obligations • personal or family circumstances (such as a family holiday, moving house, etc.) <p>Parents/carers make this request to the relevant curriculum HOD by submitting an online form through the school's website. All requests must be recorded as a contact on One School by the approver.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4</p>	<p>Junior students</p> <p>A draft or formative assessment will be used to award a grade if assessment is not submitted by the due date or not submitted. Students may still be required to complete the task/s upon return to school. On-balance judgments will be used to match the response against syllabus assessment standards.</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>Senior students</p> <p>To receive an overall subject result for a General or Applied subject, a student must submit required evidence for all assessment outlined in the syllabus. If they do not, senior students risk the possibility of not gaining an LOA on their Senior Certificate, or the number of semester units credited may be reduced. This may affect eligibility for an ATAR or Queensland Certificate of Education (QCE).</p> <p>If an assessment item is not submitted by the due date, a result will be allocated using the evidence available on or before the due date. Evidence can include drafts, class notes, rehearsal notes, photographs of student work. In these cases, teachers should communicate with the student and parents/carers to inform them about how judgements have been made.</p> <ul style="list-style-type: none"> • A result can only be allocated when evidence has been demonstrated by the student. • A lower grade, mark or standard as a penalty for late submission is not valid. • For General subjects, an overall result for a course of study cannot be allocated if a student does not submit evidence of their response to the summative internal assessment. • For Applied subjects an E standard cannot be allocated when there is no evidence demonstrated.
Internal quality assurance processes Section 9	<p>Wellington Point State High School follows a comprehensive Moderation process to:</p> <ul style="list-style-type: none"> • improve the consistency of decisions • ensure judgments are valid, reliable and equitable • share their observations and judgments • reflect on assessment instruments and make ongoing improvements • verify the application of standards against evidence of student work. <p>Pre-moderation includes dialogue and decisions to front end the assessment before a unit commences. Calibration and Consensus conversations occur before judgments about the quality of work are given to learners. This provides students and parents/carers with confidence that the decisions made are an accurate judgment of achievement. It is also an important step in ensuring the quality of internal assessment instruments in senior before Endorsement and Applied Quality Assurance events.</p> <p>All marks for summative internal assessments for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p> <p>Authentic Mixed Method Assessment (AMMA) is used to grade students if the evidence can authentically be matched to Syllabus Assessment Standards (junior students only). Pre-moderation, Calibration and Consensus processes still apply.</p>
Review Section 11.1	<p>Wellington Point State High School's 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 and specific faculties.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>External assessment is the final assessment in General and General (Extension) subjects. It is:</p> <ul style="list-style-type: none">• common to all schools• administered by schools under the same conditions at the same time and on the same day• summative, and contributes to the overall subject result• developed and marked by the QCAA according to a commonly applied marking scheme• not used in Applied subjects. <p>Wellington Point SHS follows the processes for external assessment outlined in this handbook and in the annual Directions for Administration: External assessment (DFA) document. (see Section 10.1: External assessment).</p>

Managing academic misconduct

Wellington Point State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. This includes modelling and explicitly teaching students about the appropriate use of resources, including generative AI tools. The following table includes some examples of academic misconduct along with procedures for managing them, as per the [QCE and QCIA policy and procedures handbook](#) and Academic Integrity policies and training resources.

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • 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, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <ul style="list-style-type: none"> • When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. <p>For all instances of academic misconduct</p> <ul style="list-style-type: none"> • Academic Misconduct is treated as a Major Behaviour incident as described in the Student Code of Conduct. • Students who are found to have engaged in Academic Misconduct will be subject to behavioural and/or academic penalty e.g. no grade, integrity course re-sit, etc. • Consequences for senior students can be particularly serious, with implications for their subject results, ATAR and/or their eligibility for QCE. • Students who are found to have engaged in Academic Misconduct in Vocational (VET) subjects may be expected to re-submit all competencies in which the misconduct occurred. • All incidents of Academic Misconduct will be entered into the OneSchool database and referred to the relevant Head of Department and Administration staff member/s. Leadership level consequences apply. • Further information about the investigation processes and consequences can be found here.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • 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. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • 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 any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g.</p>	

	Types of misconduct	Procedure
	<p>impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
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.	
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan
- Senior Schooling Policy (including VET)
- Switch Off to Switch On Policy
- Moderation Policy
- Curriculum Policy
- Pedagogy Policy
- Staff Handbook.