



FGSHS  
**Senior Secondary  
Academic Integrity  
and Assessment Policy**

2026

*Respect*

*Learning*

*Community*

*Creativity*

# CONTENTS

1.0	INTRODUCTION .....	5
2.0	ROLES AND RESPONSIBILITIES.....	7
3.0	ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT .....	8
4.0	EXAMINATION POLICY .....	13
5.0	ASSIGNMENT POLICY .....	15
6.0	SUPPORTING DOCUMENTS .....	21

# DETAILED CONTENTS

<b>1.0</b>	<b>INTRODUCTION .....</b>	<b>5</b>
1.1	Purpose .....	5
1.2	Scope.....	5
1.3	Principles.....	5
1.4	Failure to Comply.....	5
1.5	Further Reference .....	5
1.6	Abbreviations .....	6
<b>2.0</b>	<b>ROLES AND RESPONSIBILITIES.....</b>	<b>7</b>
2.1	School Responsibilities .....	7
2.2	Student Responsibilities .....	7
2.3	Parent/Carer Responsibilities .....	7
<b>3.0</b>	<b>ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT .....</b>	<b>8</b>
3.1	Academic Integrity.....	8
3.2	Academic Misconduct .....	8
3.2.1	<i>Types of Academic Misconduct.....</i>	<i>8</i>
3.3	Authenticity of Student Responses .....	8
3.3.1	<i>Teacher Responsibilities for Managing Authenticity .....</i>	<i>8</i>
3.3.2	<i>Student Responsibilities for Managing Authenticity .....</i>	<i>9</i>
3.3.3	<i>Parent/Carer Support for Managing Authenticity .....</i>	<i>9</i>
3.4	Authentication Processes When Concerns Arise.....	9
3.4.1	<i>Draft Stage Concerns .....</i>	<i>9</i>
3.4.2	<i>Final Submission Concerns.....</i>	<i>9</i>
3.4.3	<i>Student Responsibilities in the Authentication Process .....</i>	<i>9</i>
3.5	Use of Generative AI in Assessments .....	10
3.5.1	<i>Suggested Format for AI Acknowledgment .....</i>	<i>10</i>
3.6	AI Detection and Review Guidelines.....	10
3.6.1	<i>Reliability of Turnitin Originality and AI Writing Detection .....</i>	<i>10</i>
3.7	Misconduct During Examinations.....	11
3.7.1	<i>Consequences for Misconduct During an Examination (including External Assessment).....</i>	<i>11</i>
3.8	Flowchart — Managing AI Detection for Draft and Final Responses .....	12
<b>4.0</b>	<b>EXAMINATION POLICY .....</b>	<b>13</b>
4.1	Definition.....	13
4.2	Notification of Examination Dates .....	13
4.3	Attendance Requirements .....	13
4.4	Equipment .....	13
4.5	Security and Supervision .....	13
4.6	Absences.....	14
<b>5.0</b>	<b>ASSIGNMENT POLICY .....</b>	<b>15</b>
5.1	Definition.....	15
5.2	Notification of Assignment Timelines.....	15
5.3	Checkpoints and Drafting .....	15
5.3.1	<i>Checkpoints.....</i>	<i>15</i>
5.3.2	<i>Drafts .....</i>	<i>15</i>
5.3.3	<i>Draft Due Dates.....</i>	<i>15</i>
5.3.4	<i>Feedback on Drafts .....</i>	<i>15</i>
5.3.5	<i>Managing Response Length .....</i>	<i>16</i>
5.3.6	<i>Students must adhere to assessment response lengths as specified by syllabus documents and task sheets. An assignment that exceeds the length requirement will be marked only up to the maximum length allowed. Any part of the response that exceeds the maximum length will not be considered in the marking process. Teachers Non-Submission of Draft by Due Date .....</i>	<i>16</i>
5.3.7	<i>Determining Response Length — Written Response .....</i>	<i>16</i>
5.3.8	<i>Determining Response Length — Non-Written Response.....</i>	<i>17</i>
5.4	Submission of Assignments.....	17
5.4.1	<i>Students Absent on the Assessment Task Due Date .....</i>	<i>17</i>

5.5	Late and Non-Submission of Assignments.....	17
5.5.1	<i>Implications for General, Applied and Vocational Education Subjects</i> .....	17
5.6	Flowcharts — Managing Non-Submission of Assignments.....	18
5.6.1	<i>Non-Submission of Draft (including Unacceptable Draft Submissions)</i> .....	18
5.6.2	<i>Non-Submission of Final Response</i> .....	19
5.7	Applications for Extensions on Draft and Final Due Dates.....	19
5.7.1	<i>Application for Extension Process</i> .....	20
5.8	Storage of Assessment Items .....	20
<b>6.0</b>	<b>SUPPORTING DOCUMENTS</b> .....	<b>21</b>
6.1	Summary of Supporting Resources .....	21

## 1.0 INTRODUCTION

### 1.1 Purpose

The purpose of this policy is to ensure that assessment in the **Senior Secondary years (Years 10–12)** is conducted fairly, consistently and in alignment with Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) requirements. This policy establishes shared expectations for academic integrity, valid and reliable assessment, and the conditions that support students to achieve their potential in the Senior phase of learning.

### 1.2 Scope

This policy outlines assessment expectations, roles, responsibilities and procedures for all stakeholders involved in Senior Secondary learning at Ferny Grove State High School. It applies to:

- Students in Years 10–12
- Parents/carers
- Teaching and support staff

The policy aligns with:

- Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements for Year 10
- Queensland Curriculum and Assessment Authority (QCAA) requirements for Years 11 and 12
- Vocational Education and Training (VET) standards and training package requirements
- Queensland Department of Education's *K–12 Curriculum, Assessment and Reporting Framework (CARF)*

### 1.3 Principles

Teaching, learning and assessment at Ferny Grove SHS are underpinned by the principles of:

- **Academic integrity** – ensuring the originality, authenticity and ethical completion of student work.
- **Fairness and equity** – providing consistent and transparent assessment conditions.
- **Validity and reliability** – ensuring assessments measure what they intend to measure.
- **Accessibility** – supporting student access through quality teaching and appropriate adjustments.
- **Consistency and quality assurance** – maintaining professional standards through moderation processes.
- **Excellence** – supporting all students to demonstrate their learning.

### 1.4 Failure to Comply

To protect the integrity of senior certification, students must meet the mandatory requirements outlined in the relevant syllabus and/or training package. If a student does not meet these requirements, they may:

- be unable to be rated for a subject/unit
- be unable to achieve competency in VET units or qualifications
- have results or units withheld from their Senior Statement
- jeopardise their QCE eligibility or accumulation
- jeopardise ATAR eligibility (if applicable)

Repeated failure to meet mandatory requirements may become grounds for cancelling the student's enrolment per the *Education (General Provisions) Act 2006, Queensland*.

### 1.5 Further Reference

For definitions, processes and statewide requirements relating to senior assessment, Access Arrangements and Reasonable Adjustments (AARAs), and certification, refer to the **QCAA QCE and QCIA Policy and Procedures Handbook**: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

## 1.6 Abbreviations

---

<b>AARA</b>	Access Arrangements and Reasonable Adjustments
<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>AI</b>	Artificial Intelligence
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>DP</b>	Deputy Principal
<b>HOD</b>	Head of Department
<b>ISMG</b>	Instrument Specific Marking Guide
<b>ISS</b>	Instrument Specific Standards
<b>PACE</b>	Pathways and Career Education
<b>QCAA</b>	Queensland Curriculum and Assessment Authority
<b>QCE</b>	Queensland Certificate of Education
<b>SET</b>	Senior Education and Training
<b>SS</b>	Senior Secondary
<b>QCIA</b>	Queensland Certificate of Individual Achievement
<b>VET</b>	Vocational Education and Training

## 2.0 ROLES AND RESPONSIBILITIES

### 2.1 School Responsibilities

Ferny Grove SHS will:

- Communicate expectations for academic integrity and assessment procedures with students in PACE classes, during SET Planning, and at key points in the assessment cycle (e.g., publication of Assessment Planners; distribution of task sheets).
- Publish assessment dates via Assessment Planners on OneSchool by Week 3 of each semester.
- Provide task sheets that include checkpoints, draft and final due dates, authentication strategies, criteria/ISMGs/ISS, and conditions.
- Provide one formal draft checkpoint per assessment item and return feedback in a timely manner.
  - Feedback is only provided for drafts submitted on or before the due date and within required conditions/length (see [Section 5.3.2](#))
- Apply school authentication processes, including requesting students to verify authorship when concerns arise (e.g., suspected plagiarism or inappropriate AI use) (see [Section 3.4](#))
- Contact parents/carers when a student does not submit a draft or provides a draft that does not meet minimum submission requirements to allow meaningful feedback to be provided.
  - All parent/carer contact must be recorded on OneSchool.
- As far as possible, collect evidence of learning using classwork, checkpoints and/or teacher observations to use as assessable evidence where no draft or final is submitted, consistent with QCAA guidelines.
- Engage in moderation processes to ensure consistency of judgements and quality assurance across subjects and year levels.

### 2.2 Student Responsibilities

Students will:

- Access and use the Assessment Planner published on OneSchool to plan for and manage assessment due dates.
- Save all assessment work to school-provided OneDrive (or similar cloud-based system) and use autosave features to enable version control, enable remote access and minimise the risk of data loss.
- Use class time effectively and participate actively in learning.
- Maintain academic integrity at all times (see [Section 3.1](#)).
- Submit drafts on or before the due date and within required length/conditions.
  - Incomplete or late drafts will result in limited or no feedback being provided.
- Review Turnitin similarity reports (when available) and seek clarification as needed from teachers if concerns arise.
- Maintain version control by saving progressive versions of work or using version history as evidence of authorship if required.
- Attend all examinations and performances at the scheduled date and time.
  - Notify the school as early as possible and provide appropriate supporting evidence (e.g., medical or other relevant documentation) when absent for an examination or performance.
- Follow school processes for extensions, including submitting an [Application for Extension](#) form with supporting evidence as early as possible and before the due date (see [Section 5.8](#)).
  - Only under exceptional circumstances will an extension be approved when applied for on or after the due date, and each application will be judged independently.

### 2.3 Parent/Carer Responsibilities

Parents/carers will:

- Access the Assessment Planner through their student or via QParents.
- Support students in planning and meeting draft and final due dates.
- Communicate with the school if circumstances are impacting assessment completion.
- Support students to apply for extensions using the school's process and provide supporting evidence where required (see [Section 5.8](#)).

## 3.0 ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

### 3.1 Academic Integrity

Academic integrity is the expectation that all members of the school community approach learning, teaching and assessment in an honest, ethical and moral manner. Students must produce work that is their own and acknowledge the contributions of others. Academic integrity underpins valid and reliable assessment in Years 10–12 and is required by ACARA, QCAA and VET training package standards.

### 3.2 Academic Misconduct

Academic misconduct occurs when a student inappropriately and falsely represents their learning, or when the authenticity of their work cannot be established.

#### 3.2.1 Types of Academic Misconduct

Academic misconduct includes, but is not limited to:

- cheating, copying or attempting to gain advantage
- collusion (unauthorised collaboration)
- significant contribution of help from others
- contract cheating
- plagiarism or lack of appropriate referencing
- self-plagiarism
- fabricating or misrepresenting data
- disclosing or receiving assessment content
- impersonation
- misconduct during examinations
- using AI-generated content where AI use is not permitted (including the use of AI polishing tools)
- submitting work that cannot be authenticated as the student's own.

More information can be found in the QCAA QCE & QCIA Policy and Procedures Handbook (Section 8.1): <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>.

### 3.3 Authenticity of Student Responses

Students cannot be awarded a result for work that is not their own. Teachers, students and parents/carers share responsibility for establishing and maintaining the authenticity of student responses, in line with QCAA expectations. Students must be able to establish authorship of their work before teachers can use it as evidence of learning.

If teachers do not have evidence that authenticates the student's work, the student must be given an opportunity to demonstrate authorship. Only the portions of work that can be authenticated will be used for assessment judgements.

#### 3.3.1 Teacher Responsibilities for Managing Authenticity

Teachers will:

- explicitly teach the purpose of the authenticity declaration (if applicable)
- explicitly teach expectations for checkpoints and drafts
- explicitly teach strategies for version control
- explicitly teach referencing conventions relevant to the subject
- design assessment items that expect each student to independently develop and produce a unique response
- vary assessment items from year to year where practicable, so students cannot reuse previous responses
- set aside class time for students to complete some of the work on assessment tasks so teachers can observe and monitor the development of responses

- take reasonable steps to ensure that each student's work is their own, particularly when students:
  - have access to electronic resources (including AI)
  - are preparing responses to collaborative tasks
  - have access to others' ideas and work
- collect evidence of development (e.g., notes, drafts, classwork)
- provide opportunities for students to demonstrate authorship
- use QCAA-aligned language for academic integrity and misconduct.

### 3.3.2 Student Responsibilities for Managing Authenticity

**Students** must:

- complete assessment during class time when required
- submit drafts and final responses through school-approved platforms, including plagiarism and AI-detection software (e.g. Turnitin) where required
- maintain version control (e.g., saving progressive iterations)
- participate in interviews or questioning to verify authorship
- acknowledge all sources appropriately
- provide work at checkpoints and drafts as required.

The onus is on the student to demonstrate authentic development of their response over time.

### 3.3.3 Parent/Carer Support for Managing Authenticity

Parents/carers are encouraged to support the school's authentication processes by reinforcing students' responsibility to maintain academic integrity and by supporting them to follow the school's assessment policy, including expectations for drafting and feedback.

## 3.4 Authentication Processes When Concerns Arise

### 3.4.1 Draft Stage Concerns

If plagiarism, unauthorised AI use, or authenticity concerns are identified at the draft stage:

**Teachers** will:

- provide the student with a highlighted and/or annotated copy of their draft identifying all sections where there is concern regarding the authenticity of the response
- notify parents/carers and record the contact on OneSchool.

### 3.4.2 Final Submission Concerns

**Teachers** will:

- compare the draft and final response for consistency
- discuss with the student to determine authentication strategies to be used
- use at least two of the following authentication strategies:
  - student–teacher conferencing to audit understanding of the content
  - comparison with previous student work samples verified as authentic
  - review of version history
  - further stimulus to prompt explanation or reproduction of ideas
- document and record all actions taken as a contact on the student's OneSchool profile
- notify parents/carers and record on OneSchool

Only work that can be authenticated as the student's own will be marked.

### 3.4.3 Student Responsibilities in the Authentication Process

**Students** must:

- respond promptly to teacher requests regarding authentication
- attend scheduled meetings or interviews

- answer questions truthfully and explain their thinking and development process
- reproduce or explain parts of their work when asked
- provide earlier drafts, planning documents, notes or version-history evidence
- cooperate fully with all authentication strategies
- revise and resubmit work within the timeframe set by the teacher if required
- honestly declare any AI use, collaboration or assistance.

Failure to participate in the authentication process may result in teachers being unable to establish authorship. In such cases, only the verified portions of the response will be used for assessment judgments, consistent with QCAA expectations.

### 3.5 Use of Generative AI in Assessments

AI may only be used when explicitly permitted in the task conditions. AI must not be used to generate assessable content. If permitted, students must acknowledge AI use by:

- naming the tool used
- listing prompts
- explaining how output was used
- providing links or copies of input/output where possible

#### 3.5.1 Suggested Format for AI Acknowledgment

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

##### EXAMPLE

I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to refine the academic language and accuracy of my own work. On 4 January 2026 I submitted my entire essay ([link to google document here](#)) with the instruction to "Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary". The output ([here](#)) was then modified further to better represent my own tone and style of writing.

Cases where prompts provided do not generate a response similar to the submitted response or where prompts provided do not illustrate assessable student knowledge, will be treated as academic misconduct.

Any unacknowledged, non-reproducible or inappropriate use of AI in an assessment item will be treated as academic misconduct.

### 3.6 AI Detection and Review Guidelines

Turnitin Originality and AI Writing Detection is used to support authentication of student responses. AI detection scores are indicators only and do not automatically prove misconduct. Teachers will use professional judgement and implement appropriate authentication strategies to review flagged content.

#### 3.6.1 Reliability of Turnitin Originality and AI Writing Detection

Turnitin's AI writing Detection focuses on accuracy. Importantly:

- independent research has determined that Turnitin's AI Writing Detection software consistently has "very high" accuracy
- Turnitin acknowledge that their AI Writing Detection is susceptible to false positives, but these occur at a rate of 1%.
- A percentage is only provided if the use of AI is detected for 20% or more of the student response
  - For responses where less than 20% of AI use is detected, an asterisk (\*) is shown in place of a percentage score.

### **3.7 Misconduct During Examinations**

---

Misconduct during examinations includes, but is not limited to:

- accessing assessment content before the exam
- copying from or communicating with others
- possessing unauthorised materials
- disrupting other students
- impersonation
- behaviour that disrupts the good order of the assessment environment

#### **3.7.1 Consequences for Misconduct During an Examination (including External Assessment)**

Consequences include, but are not limited to:

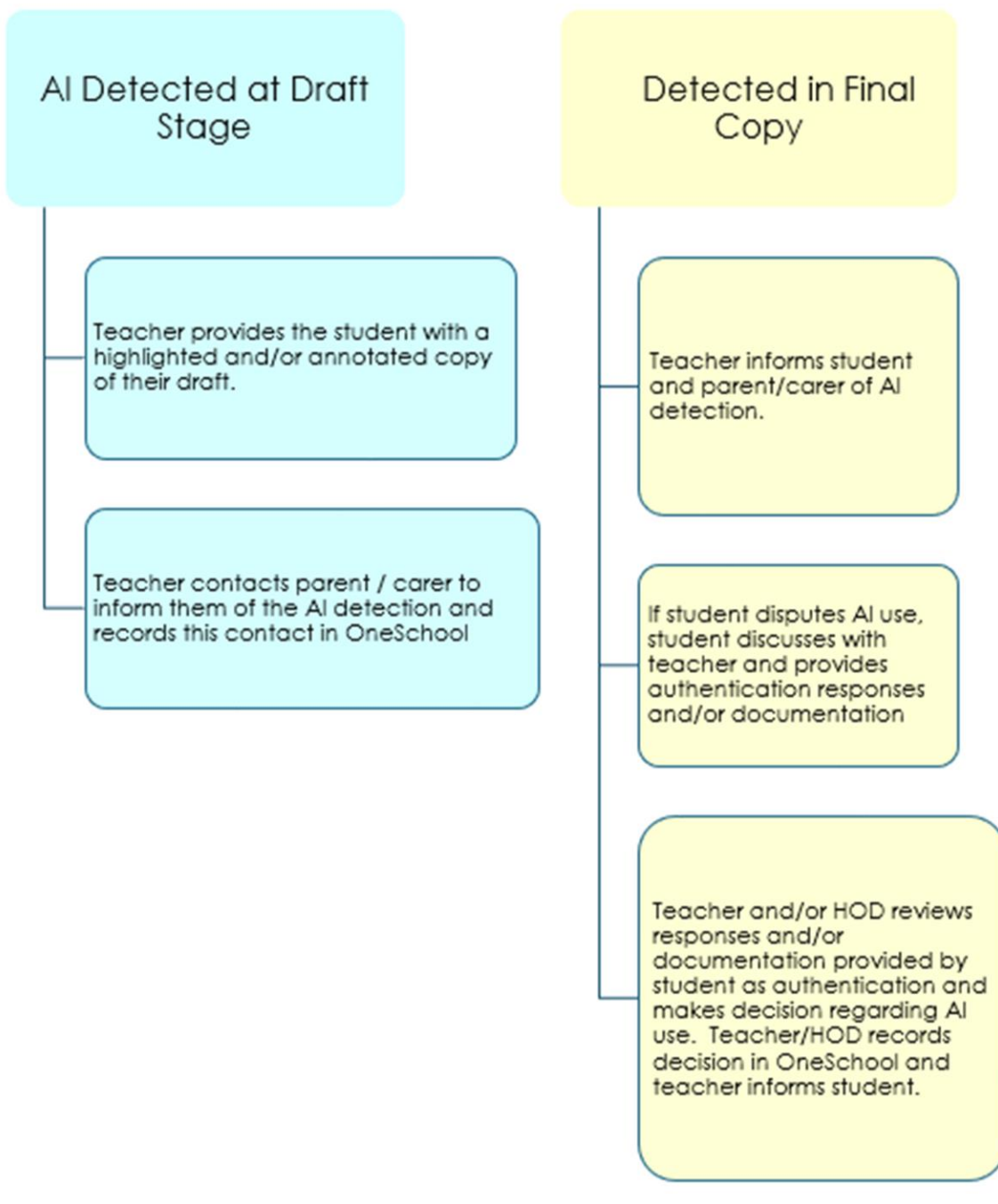
- exclusion from the assessment room
- parent/carer notified and contact recorded on OneSchool
- DP Senior Secondary and relevant Year Level DP notification
- disregarding affected parts of the exam when assessing student response

### AI Detection in Student Work - Flow Chart

When assessment task is issued, teachers will remind students:

- of the Senior Assessment Policy and Academic Integrity Policy
- how to version control their assessment tasks
- that the use of AI and online polishing tools is not permitted

**NB:** While Turnitin has a 1% false error detection rate when flagging work as AI generated, the burden of proof is on students to authenticate their work.



## 4.0 EXAMINATION POLICY

### 4.1 Definition

The QCAA defines an examination as a supervised assessment that requires students to independently apply a range of cognitions to one or more provided items (e.g. questions, scenarios or problems). Examinations are completed individually, under supervised conditions, and within a set timeframe.

### 4.2 Notification of Examination Dates

- All examination dates are published through the Assessment Planners on OneSchool by Week 3 of each semester.
- In-class examinations will be communicated by subject teachers and must align with the assessment schedule.
- Scheduled examination blocks are published and emailed to parents/carers and students at least two weeks prior to the commencement of the exam block.
- External Assessment (EA) for Units 3 & 4 is scheduled and published by the QCAA. These dates are compulsory and cannot be altered.

### 4.3 Attendance Requirements

- Students must attend all scheduled examinations.
- Students with work or TAFE commitments must arrange alternative times with their employer/TAFE provider to ensure attendance at examinations.
- Appointments (e.g. medical, driving tests, personal commitments) must not be scheduled during examination times except in genuine emergencies.
- Students must wear full school uniform, including approved footwear, when attending examinations.
- Students may be required to attend mandatory catch-up sessions for missed internal examinations.
- **Late Arrival (Internal Exams):** Students who arrive late may be permitted to enter at the discretion of the supervising teacher. Extra time is not guaranteed unless extenuating circumstances are supported by documentation.
- **Late Arrival (External Assessment):** Students who arrive within 40 minutes of the scheduled starting time are permitted entry to complete the assessment, as per QCAA guidelines. Students arriving after this period cannot be admitted.

### 4.4 Equipment

Approved equipment (includes but is not limited to):	Non-approved equipment (includes but is not limited to):
<ul style="list-style-type: none"><li>• Blue or black pens, 2B pencils, highlighters</li><li>• Ruler, slide rule</li><li>• Eraser</li><li>• Calculator (per QCAA-approved lists)</li><li>• Water in plain, unlabelled container</li><li>• Equipment permitted as a QCAA- approved special provision (AARA)</li></ul>	<ul style="list-style-type: none"><li>• Electronic devices, e.g. iPods, translators, mobile phones, smart watches.<ul style="list-style-type: none"><li>– Indonesian and Music exams are exceptions as they require laptops to complete the exams.</li></ul></li><li>• Extra paper, books or manuscripts.</li><li>• Food, unless allowed as a special provision.</li></ul>

Always refer to the latest QCAA advice for approved equipment, scientific calculator and graphic calculator lists.

### 4.5 Security and Supervision

To protect the integrity of all examinations, the **school** will:

- Store all electronic and printed exam materials securely at all times.
- Actively supervise all examinations.
- Maintain secure processes for distributing, collecting and storing assessment responses.
- Return marked assessment to students for feedback, then recollect and securely store responses as required.
- Provide comparable examinations when required in accordance with school and QCAA policy.

## 4.6 Absences

YEAR 10 Absence from Examination	
Valid Reason	No Valid Reason
<p><b>Parent/Carer:</b></p> <ul style="list-style-type: none"> <li>Contacts teacher and/or Faculty HOD regarding exceptional circumstances with supporting evidence (e.g., medical certificate).</li> </ul> <p style="text-align: center;">↓</p> <p><b>Faculty HOD:</b></p> <ul style="list-style-type: none"> <li>Negotiates an alternative examination date.</li> </ul> <p style="text-align: center;">↓</p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Completes a comparable exam on the new examination date.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Contacts parent/carer and records contact on OneSchool.</li> <li>Notifies Faculty HOD.</li> </ul> <p style="text-align: center;"><i>No credit given for the assessment item and this may result in a non-rating.</i></p>

YEAR 11 — UNITS 1 & 2 Absence from Examination	
Valid Reason	No Valid Reason
<p><b>Parent/Carer:</b></p> <ul style="list-style-type: none"> <li>Contact teacher and/or Faculty HOD regarding exceptional circumstances with supporting evidence (e.g., medical certificate).</li> </ul> <p style="text-align: center;">↓</p> <p><b>Faculty HOD:</b></p> <ul style="list-style-type: none"> <li>Negotiates an alternative examination date.</li> </ul> <p style="text-align: center;">↓</p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Completes a comparable exam on the new examination date.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Contacts parent/carer and records contact on OneSchool.</li> <li>Notifies Senior Secondary team and Faculty HOD.</li> </ul> <p style="text-align: center;"><i>No credit given for the assessment item and this may result in a non-rating.</i></p>

YEAR 11/12 — UNITS 3 & 4 • SHORT COURSES IN LITERACY AND NUMERACY Absence from Internal Examinations	
Valid Reason	No Valid Reason
<p><b>Parent/Carer:</b></p> <ul style="list-style-type: none"> <li>Contacts teacher, Faculty HOD and/or HOD SS regarding exceptional circumstances with supporting evidence (e.g., medical certificate).</li> </ul> <p style="text-align: center;">↓</p> <p><b>Faculty HOD and/or HOD SS:</b></p> <ul style="list-style-type: none"> <li>Negotiates an alternative examination date.</li> </ul> <p style="text-align: center;">↓</p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Completes a comparable exam on the new examination date.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Refers absence with no valid reason to HOD SS.</li> </ul> <p style="text-align: center;">↓</p> <p><b>HOD SS:</b></p> <ul style="list-style-type: none"> <li>Contacts parent/carer to inform them that no credit can be given for the missed examination and records contact on OneSchool.</li> <li>Notifies Senior Secondary team and Faculty HOD.</li> </ul> <p style="text-align: center;"><i>No credit given for the assessment item resulting in a non-rating. This may have implications for QCE attainment and/or ATAR calculation.</i></p>

The school cannot reschedule external examinations — refer to the QCAA QCE and QCIA Policy and Procedures Handbook for advice on how to manage absences for external examinations.

## 5.0 ASSIGNMENT POLICY

### 5.1 Definition

Assignments are assessment tasks that sit outside the definition of examinations. They may include extended written responses, folios of work, investigations, performances, practical demonstrations, projects, products and other tasks.

### 5.2 Notification of Assignment Timelines

All assignment task dates are published through the Assessment Planners on OneSchool by Week 3 of each semester. Details and conditions of assignments, including response length, checkpoints and draft and final due dates, will be included on task sheets distributed to students.

### 5.3 Checkpoints and Drafting

#### 5.3.1 Checkpoints

Checkpoints are listed on assignment task sheets. They are used to monitor student progress and assist in authenticating student work. Students are expected to meet all checkpoints.

#### 5.3.2 Drafts

A draft is a preliminary version of a student's response to an assessment task. A quality draft is a response that is nearing completion. Drafts assist students in developing their response and assist teachers in authenticating student work. Drafts may be created in a variety of formats and modes and should be submitted or delivered in the mode required by the syllabus.

Types of drafts may include, but are not limited to:

- written drafts
- practice delivery of a spoken task
- performance rehearsals

Mode-appropriate drafts may be used as evidence of student achievement in the case of non-submission for valid or non-valid reasons.

#### 5.3.3 Draft Due Dates

- Draft due dates are published on assessment task sheets.  
Submissions must be made by 5:00pm on the due date unless otherwise specified on the task sheet.
- Students are expected to meet all drafting due dates and keep copies of their drafts.
- Teachers will keep records of draft submission.
- In extenuating circumstances students may apply for an extension on a draft due date.
- Extensions for drafts need to be applied for before the due date and as soon as practicable.
  - [Application for Extension](#) form must be completed by all stakeholders.

#### 5.3.4 Feedback on Drafts

Feedback will:	Feedback will <u>not</u> :
<ul style="list-style-type: none"><li>• be provided on a maximum of one (1) draft for each student response, provided the draft is submitted by the draft due date</li><li>• be provided in writing and/or orally</li><li>• be a consultative process that indicates aspects of the response for improvement or further development</li><li>• be delivered in a consistent manner and format for all students completing the assessment item</li><li>• allow a reasonable timeframe (e.g. approximately one week) between feedback on the draft and the final submission due date</li><li>• be stored with a copy of the draft in the student's assessment folio where possible.</li></ul>	<ul style="list-style-type: none"><li>• compromise the authenticity of a student response</li><li>• introduce new ideas, language or research to improve the quality or integrity of the student work</li><li>• edit or correct spelling, grammar, punctuation or calculations</li><li>• allocate a mark.</li></ul>

### 5.3.5 Managing Response Length

### 5.3.6 Students must adhere to assessment response lengths as specified by syllabus documents and task sheets. An assignment that exceeds the length requirement will be marked only up to the maximum length allowed. Any part of the response that exceeds the maximum length will not be considered in the marking process. Teachers Non-Submission of Draft by Due Date

If a student does not meet a draft due date, the following process applies:

- **Valid reason:** Parent/carer communicates with the Faculty HOD, explaining exceptional circumstances with supporting evidence (e.g. medical certificate), and submits an [Application for Extension](#) form.
- **No valid reason:** Teacher contacts parent/carer and records the contact in OneSchool. Teacher also submits details to the Senior Secondary team via the *Non-Submission Spreadsheet*.

Teachers are not required to provide feedback on a draft that was submitted late without a valid reason.

If a student does not submit a draft and then does not submit the final task, mode-appropriate classwork completed by the student that is directly related to the assessment instrument may be used as evidence to generate a result. If no such evidence is available, the student will receive no credit for the assessment item; this may have implications for QCE attainment and/or ATAR calculation (see [Section 5.6](#)). will annotate this on the response for confirmation purposes and clearly indicate the evidence used to determine the result.

**Teachers** will support students to understand and manage response length through teaching and drafting processes.

### 5.3.7 Determining Response Length — Written Response

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> <li>• abbreviations, including initialisms (e.g. LPG), units of measurement (e.g. kg, m), and chemical formulas (e.g. KOH, HCl)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• visual elements associated with the genre*</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• numbers, symbols, equations and calculations</li> <li>• bibliography/reference list</li> <li>• appendixes†</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography/reference list</li> <li>• appendixes†</li> <li>• blank pages</li> </ul>

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

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

### 5.3.8 Determining Response Length — Non-Written Response

	Response length — duration	Notes
<b>Inclusions</b>	<ul style="list-style-type: none"><li>Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li><li>Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li></ul>	See 'After assessment is submitted'
<b>Exclusions</b>	<ul style="list-style-type: none"><li>Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</li></ul>	The exclusions for written responses do not apply as they are not relevant to a timed response.

## 5.4 Submission of Assignments

Assignments are due on the date specified on the assessment task sheet and must be submitted in accordance with the procedures and time specified on that task sheet.

Submissions must be made by 5:00pm on the due date unless otherwise specified on the task sheet.

- For assessment items submitted via QLearn, it is the **student's responsibility** to ensure that the file uploads correctly to the platform.
- For assignments submitted via email, it is the **student's responsibility** to ensure the email is sent to the correct address and retain evidence of submission (e.g. a sent email with timestamp) which can be provided if requested.
- If there is no evidence that the assignment was submitted by the due time, it will be managed as a non-submission (see [Section 5.6](#) of this policy and Section 11.1.4 of the *QCE & QCIA Policies and Procedures Handbook*: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/11-reporting-results/11.1-making-judgments-about-student-achievement#3>).

In Years 11 and 12, students who miss assessment due to legitimate and approved absences may have a Principal-reported AARA implemented to enable completion of assessment. A comparable assessment item or extension may be considered when illness or misadventure is established in line with QCAA requirements.

### 5.4.1 Students Absent on the Assessment Task Due Date

When a student is absent from school on the assessment task due date, the assessment task is still to be submitted on or before the due date.

- If the student submits electronically (e.g. via QLearn or email), this must occur by 5:00pm on the due date or by the deadline specified on the task sheet. If a printed copy of the assignment is also required, the student must submit this as soon as they return to school.
- If the student submits electronically while absent, they must retain evidence of the submission and provide it to the teacher on return to school, if requested.

## 5.5 Late and Non-Submission of Assignments

When students do not submit an assessment item on or before the due date:

- Mode-appropriate evidence of student work, aligned with the assessment criteria and completed on or before the due date, may be used to generate a result.
- Where mode-appropriate evidence was not provided by the student prior to the due date, 'Not-Rated' (NR) will be awarded for that item.

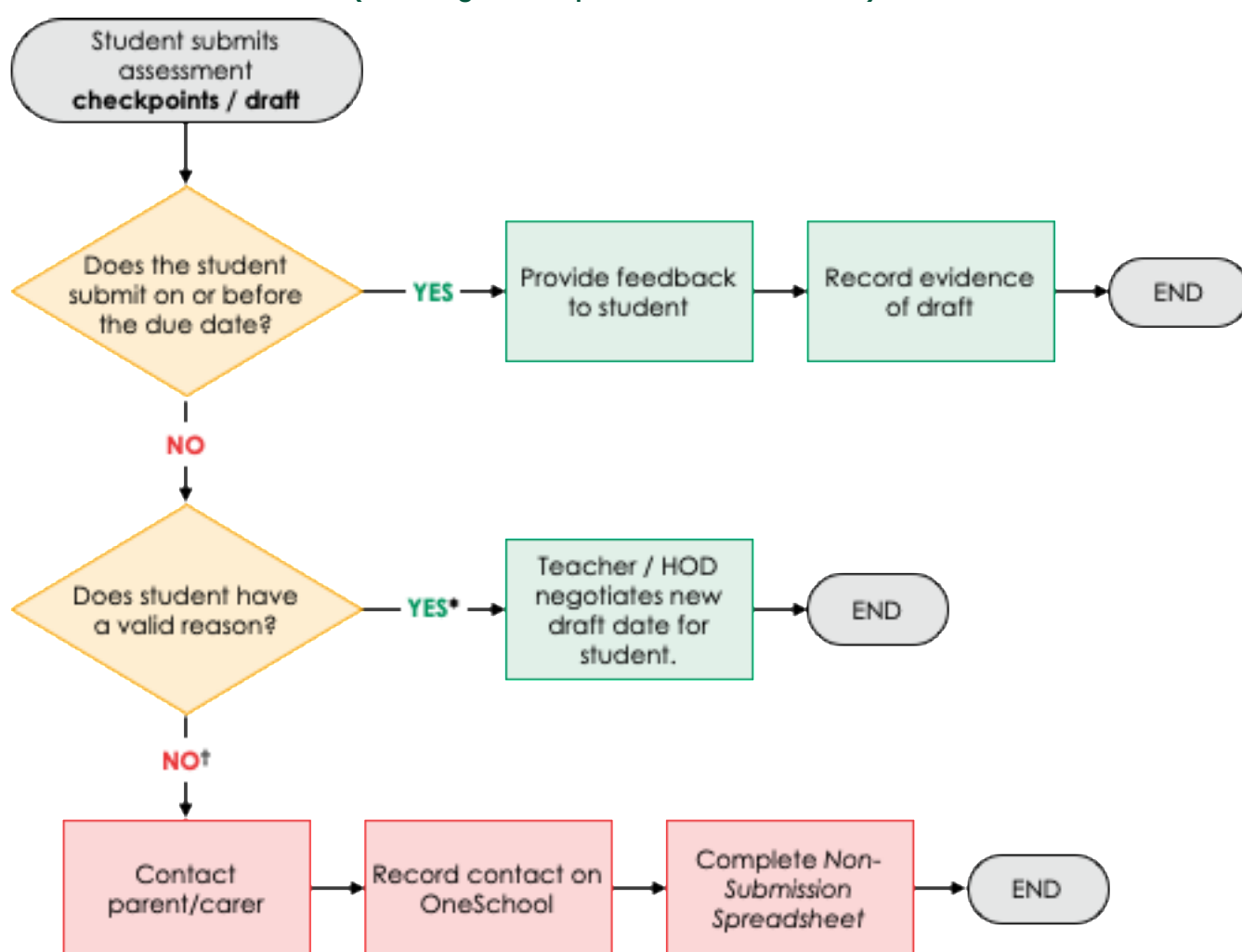
### 5.5.1 Implications for General, Applied and Vocational Education Subjects

- In Year 11 and 12 General and Applied subjects, if an NR is awarded for an assessment in Units 3 or 4, the student will not meet the requirements for that unit and will be ineligible to receive an overall result at exit for that subject.
- For VET subjects, where there is insufficient evidence to determine competence, a result of 'Competency Not Achieved' (CNA) will be awarded. Late submission may contribute to CNA.
- If credit is not given for the unit or competency, the following may be affected:
  - QCE eligibility
  - recording of the subject on the Senior Statement
  - ATAR eligibility.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. A standard can only be awarded where evidence has been demonstrated. Therefore, an 'E' standard cannot be awarded for a non-response if there is no evidence for that standard. In incomplete student folios, the level of achievement decision must match the evidence available in the student folio.

## 5.6 Flowcharts — Managing Non-Submission of Assignments

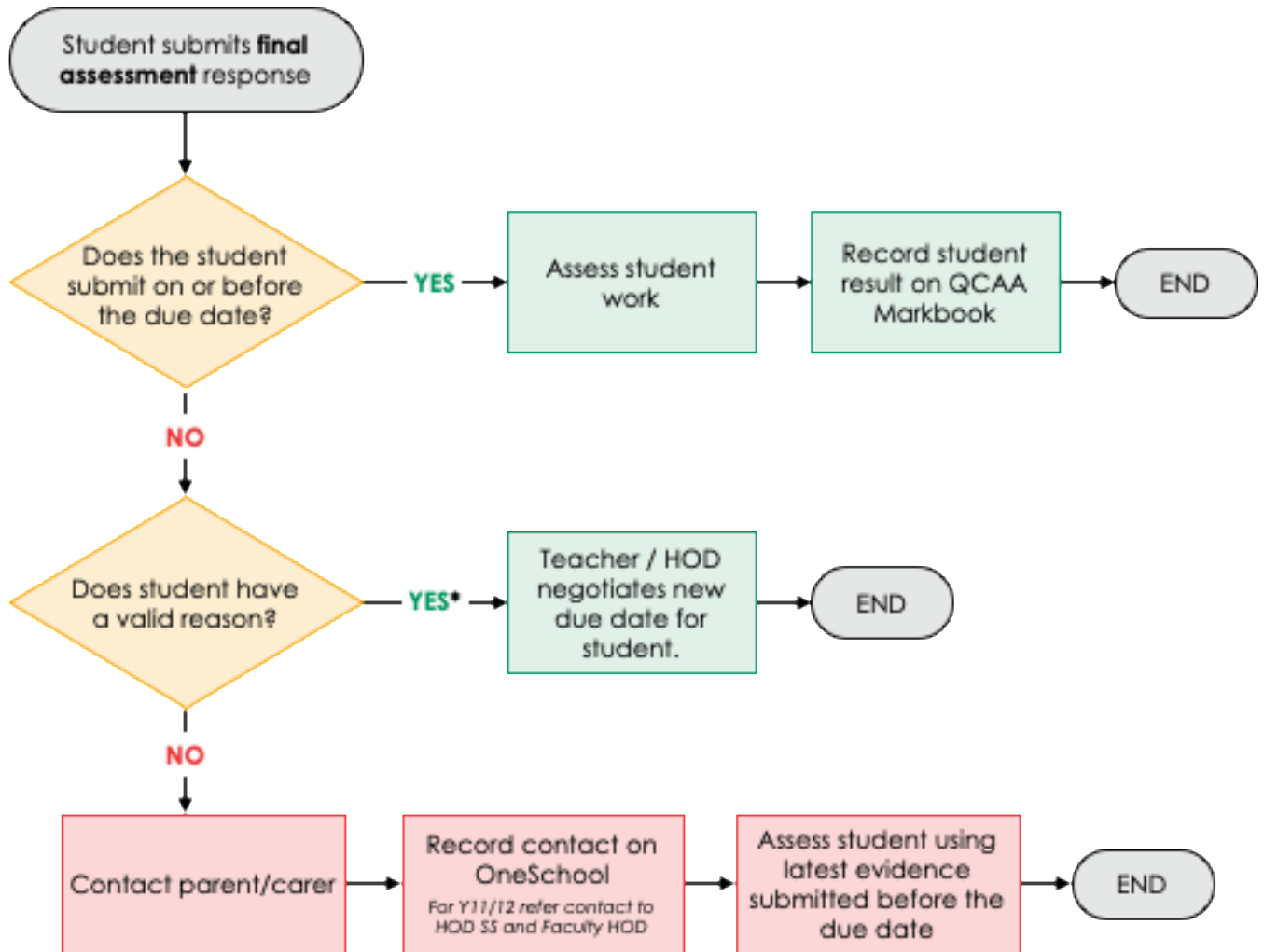
### 5.6.1 Non-Submission of Draft (including Unacceptable Draft Submissions)



\* Student must have submitted *Application for Extension* form before the due date.

† Teacher is not required to provide feedback on a draft that is submitted late for no valid reason.

### 5.6.2 Non-Submission of Final Response



\* Student must have submitted *Application for Extension* form before the due date.

### 5.7 Applications for Extensions on Draft and Final Due Dates

An extension may be granted in cases of illness, misadventure or exceptional circumstances. Situations that are of the student's or parent/carer's own choosing (such as family holidays) are not eligible for an extension. An [Application for Extension](#) form must be submitted to the relevant HOD before the due date, or as soon as practicable in unexpected circumstances. This application must be supported by appropriate documentary evidence.

**Technology issues are not considered an extenuating circumstance given access to email, OneDrive and the use of USBs.**

Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities, holidays and other known events prior to the assessment due date are not legitimate reasons for extensions.

### 5.7.1 Application for Extension Process

The following procedures apply for extension applications:

Year Level / Unit	Process for Application for Extension
<b>Year 10</b>	<ol style="list-style-type: none"> <li>1. Student and parent/carer complete <a href="#">Application for Extension (Year 10)</a> form Section A and submits to subject teacher for completion of Section B.</li> <li>2. Student or parent/carer submits form to Faculty HOD for consideration <u>before</u> the due date (Section C).</li> <li>3. HOD or teacher communicates with student and/or parent/carer to advise outcome.</li> </ol>
<b>Year 11 — Units 1 &amp; 2</b>	<ol style="list-style-type: none"> <li>1. Student and parent/carer complete <a href="#">Application for Extension (Units 1 &amp; 2)</a> form Section A and submits to class teacher for completion of Section B.</li> <li>2. Student or parent/carer submits form to Faculty HOD for consideration <u>before</u> the due date (Section C).</li> <li>3. HOD or teacher communicates with student and/or parent/carer to advise outcome.</li> </ol>
<b>Year 11/12 — Units 3 &amp; 4</b>	<ol style="list-style-type: none"> <li>1. Student and parent/carer complete <a href="#">Application for Extension (Units 3 &amp; 4)</a> form Section A and submits to subject teacher and Faculty HOD for completion of Section B.</li> <li>2. Student or parent/carer submits form to HOD SS for consideration <u>before</u> the due date.</li> <li>3. HOD SS or Faculty HOD communicates with student and/or parent/carer to advise outcome.</li> </ol>

### 5.8 Storage of Assessment Items

All internal assessment items will be collected and stored at school in student assessment folios (physical and/or digital). For Years 11 and 12, live performance and spoken assessment tasks will be recorded and stored as required for QCAA quality assurance processes.

## 6.0 SUPPORTING DOCUMENTS

### 6.1 Summary of Supporting Resources

---

- [FORM: Application for Extension \(Year 10\)](#)
- [FORM: Application for Extension \(Units 1 & 2\)](#)
- [FORM: Application for Extension \(Units 3 & 4\)](#)
- [TEMPLATE: Email Notification of Late or Non-Submission of Assessment \(Year 10\)](#)
- [TEMPLATE: Email Notification of Late or Non-Submission of Assessment \(Years 11 & 12\)](#)
- [TEMPLATE: Email Notification of Late or Non-Submission of Draft \(Years 10-12\)](#)
- [TEMPLATE: Email Notification of Unacceptable Draft Submission \(Years 10-12\)](#)
- [TEMPLATE: Email Notification of Failure to Sit Supervised Examination \(Years 11 & 12\)](#)



# Ferry Grove State High School

## APPLICATION FOR EXTENSION

### YEAR 10

This form and supporting evidence **must** be completed and submitted to the relevant faculty Head of Department **before** the due date — failure to do so will result in the application being denied.

SECTION A: STUDENT AND PARENT/CARER TO COMPLETE			
Student Name:		Form Class:	
Teacher Name:		Subject / Class Code:	
Assessment Item:		Extension Request for:	<input type="checkbox"/> Draft <input type="checkbox"/> Final
Current Due Date:		REQUESTED DUE DATE:	
Reason for Extension Request: <i>Must provide supporting evidence e.g. medical certificate, note from parent/carer</i>			
Parent/Carer Signature:		Date:	
SECTION B: TEACHER TO COMPLETE			
Teacher Comment/s: <i>An extension will <u>not</u> be approved if this section is not completed.</i>			
Teacher Signature:		Date:	
SECTION C: FACULTY HEAD OF DEPARTMENT TO COMPLETE			
Application Approved:	<input type="checkbox"/> YES	New Due Date:	
	<input type="checkbox"/> NO <i>(see additional comments for reason)</i>		
Additional Comment/s: <i>Optional if YES; Required for NO</i>			
HOD Signature:		Date:	

#### NOTE

- It is the student's responsibility to complete and submit this form **before** the due date, along with evidence of work completed to date.
- This form can be obtained from the school website.
- Completion of this form does **not** constitute a guaranteed extension approval.
- A separate form **must** be completed for each assessment item.



# Ferry Grove State High School

## APPLICATION FOR EXTENSION

### YEAR 11 • UNITS 1 & 2

This form and supporting evidence **must** be completed and submitted to the relevant faculty Head of Department **before** the due date — failure to do so will result in the application being denied.

SECTION A: STUDENT AND PARENT/CARER TO COMPLETE			
Student Name:		Form Class:	
Teacher Name:		Subject / Class Code:	
Assessment Item:		Extension Request for:	<input type="checkbox"/> Draft <input type="checkbox"/> Final
Current Due Date:		REQUESTED DUE DATE:	
Reason for Extension Request: <i>Must provide supporting evidence e.g. medical certificate, note from parent/carer</i>			
Parent/Carer Signature:		Date:	
SECTION B: TEACHER TO COMPLETE			
Teacher Comment/s: <i>An extension will <u>not</u> be approved if this section is not completed.</i>			
Teacher Signature:		Date:	
SECTION C: FACULTY HEAD OF DEPARTMENT TO COMPLETE			
Application Approved:	<input type="checkbox"/> YES	New Due Date:	
	<input type="checkbox"/> NO <i>(see additional comments for reason)</i>		
Additional Comment/s: <i>Optional if YES; Required for NO</i>			
HOD Signature:		Date:	

#### NOTE

- It is the student's responsibility to complete and submit this form **before** the due date, along with evidence of work completed to date.
- This form can be obtained from the school website.
- Completion of this form does **not** constitute a guaranteed extension approval.
- A separate form **must** be completed for each assessment item.



# Ferry Grove State High School

## APPLICATION FOR EXTENSION

### YEAR 11/12 • UNITS 3 & 4

This form and supporting evidence **must** be completed and submitted to the relevant faculty Head of Department **before** the due date — failure to do so will result in the application being denied.

SECTION A: STUDENT AND PARENT/CARER TO COMPLETE			
Student Name:		Form Class:	
Teacher Name:		Subject / Class Code:	
Assessment Item:		Extension Request for:	<input type="checkbox"/> Draft <input type="checkbox"/> Final
Current Due Date:		REQUESTED DUE DATE:	
Reason for Extension Request: <i>Must provide supporting evidence e.g. medical certificate, note from parent/carer</i>			
Parent/Carer Signature:		Date:	
SECTION B: TEACHER / FACULTY HEAD OF DEPARTMENT TO COMPLETE			
Teacher Comment/s: <i>An extension will <u>not</u> be approved if this section is not completed.</i>			
Teacher Signature:		Date:	
SECTION C: SENIOR SECONDARY HEAD OF DEPARTMENT TO COMPLETE			
Application Approved:	<input type="checkbox"/> YES	New Due Date:	
	<input type="checkbox"/> NO <i>(see additional comments for reason)</i>		
Additional Comment/s: <i>Optional if YES; Required for NO</i>			
Senior Secondary HOD Signature:		Date:	

#### NOTE

- It is the student's responsibility to complete and submit this form **before** the due date, along with evidence of work completed to date.
- This form can be obtained from the school website.
- Completion of this form does **not** constitute a guaranteed extension approval.
- A separate form **must** be completed for each assessment item.

**TEMPLATE: Email Notification of Late or Non-Submission of Assessment (Year 10)**

**SUBJECT:** Late / Non-Submission of Assessment Item

Dear <parent/carer name>,

I am writing to inform you that <student name> did **not** submit the following assessment item on or before the due date.

Subject / Assessment Item: <insert subject / assignment topic>

Due Date: <insert due date>

This assessment is an important requirement of the Year 10 curriculum and contributes to <student name>'s overall achievement in this subject.

As outlined in the *Ferry Grove SHS Senior Secondary Academic Integrity and Assessment Policy*:

- When a final response is not submitted on or before the due date, teachers may only use mode-appropriate evidence that was collected on or before the due date to make a judgment.
- If no such evidence exists, no result can be awarded for the assessment task.

This may impact <student name>'s ability to demonstrate the required standards for this subject in Year 10.

We ask for your support in helping <student name> engage with upcoming learning and assessment opportunities. Please encourage them to communicate with their teacher regarding next steps and to ensure future assessment is completed and submitted on or before the published due dates.

If you have any questions, or if there were circumstances that may have contributed to the non-submission, please contact me as soon as possible.

Kind regards,  
<Insert name>

## TEMPLATE: Email Notification of Late or Non-Submission of Assessment (Years 11 & 12)

**SUBJECT:** Late / Non-Submission of Assessment Item

Dear <parent/carer name>,

I am writing to inform you that <student name> did **not** submit the following assessment item on or before the due date.

Subject / Assessment Item: <insert subject / assignment topic>

Due Date: <insert due date>

This assessment is an essential part of the assessment program for <student name> and contributes to their overall level of achievement for this Unit.

As per the *Ferny Grove SHS Senior Secondary Academic Integrity and Assessment Policy* and QCAA requirements:

- When a final response is not submitted by the due date, teachers may only use mode-appropriate evidence that was collected on or before the due date to make a judgment.
- If no such evidence exists, a result of Not Rated (NR) must be awarded for this assessment instrument.

An NR for an assessment in Units 3 or 4 means the requirements for the Unit have not been met. This may affect:

- QCE eligibility
- Listing of the subject result on the Senior Statement
- ATAR eligibility (if applicable)

We ask for your support in helping <student name> engage with remaining learning and assessment opportunities in this subject. Please encourage them to communicate with their teacher regarding next steps and to ensure all future assessment is completed and submitted on or before the published due dates.

If you have any questions or believe there are circumstances that may have contributed to this non-submission, please contact me as soon as possible.

Kind regards,  
<Insert name>

**SUBJECT:** Late / Non-Submission of Draft

Dear <parent/carer name>,

I am writing to inform you that <student name> did not submit their draft for the following assessment item on or before the draft due date.

Subject / Assessment Item: <insert subject / assessment>

Draft Due Date: <insert draft due date>

A draft is a preliminary version of a student's response that is nearing completion. Drafts play an important role in the assessment process, as they:

- allow teachers to provide feedback that supports improvement
- form part of the authentication process
- may be used as evidence of learning if a final response cannot be submitted for valid reasons

As outlined in the *Ferny Grove SHS Senior Secondary Academic Integrity and Assessment Policy*, students are expected to submit drafts on or before the due date and in the required format. Teachers are not required to provide feedback on drafts submitted late without a valid reason.

Failure to submit a draft also limits the school's ability to authenticate a student's work and may impact the feedback and support the student receives in the lead-up to final submission.

We ask for your support in assisting <student name> to complete the final response by the due date and to ensure future drafts and assessment checkpoints are submitted punctually.

If there were circumstances that may have contributed to this missed draft deadline, please contact me as soon as possible.

Kind regards,  
<Insert name>

**TEMPLATE: Email Notification of Unacceptable Draft Submission (Years 10-12)**

**SUBJECT:** Draft Submission — Unable to Provide Feedback

Dear <parent/carer name>,

I am writing to inform you that although <student name> submitted their draft for the following assessment item on or before the due date, the draft was not of a sufficient standard to allow meaningful feedback to be provided.

Subject / Assessment Item: <insert subject / assessment>

Draft Due Date: <draft due date>

A draft is expected to be a near-complete version of a student's response. Drafts are important because they:

- allow teachers to provide targeted feedback to support improvement
- assist in monitoring progress and authenticating student work
- may be used as evidence of learning if a final response cannot be submitted for valid reasons

As outlined in the *Ferny Grove SHS Senior Secondary Academic Integrity and Assessment Policy*, teachers can only provide feedback when a draft meets the minimum requirements stated on the assessment task sheet. When a draft is incomplete or significantly under-developed, meaningful feedback cannot be provided.

Submitting a draft of an unacceptable standard limits the support <student name> can receive and may affect the quality and authenticity of the final response.

We ask for your support in encouraging <student name> to work towards completing a full response by the final due date and to engage with future draft checkpoints to the expected standard.

If you believe there were circumstances that contributed to the quality of the draft, please contact me as soon as possible.

Kind regards,  
<Insert name>

## TEMPLATE: Email Notification of Failure to Sit Supervised Examination (Years 11 & 12)

**SUBJECT:** Failure to Sit Supervised Examination

Dear <parent/carer name>,

I am writing to inform you that <student name> did not sit the scheduled examination for the following subject.

Subject / Examination: <insert subject / exam name>

Scheduled Date: <insert scheduled exam date>

As outlined in the *Ferny Grove SHS Senior Secondary Academic Integrity and Assessment Policy* and QCAA requirements, students must complete all assessment items in order for teachers to make valid and reliable judgments of achievement for a Unit.

When a student is absent from an examination:

- a valid reason and supporting documentation (e.g., medical certificate or other approved evidence) must be provided, and
- the family must make contact with the school on the day of the absence, where possible.

Where a valid reason exists, a comparable examination will be scheduled at the earliest suitable time.

If no valid reason or evidence is provided, the school is unable to award credit for this assessment item. This may result in a Not Rated (NR) for the Unit, which may impact:

- QCE eligibility
- the ability to meet Unit completion requirements
- ATAR eligibility (if applicable)

Please ask <student name> to speak with me as soon as they return to school to discuss next steps and, where applicable, to arrange a time to sit the comparable examination.

If you believe there are circumstances that contributed to this absence, please contact me as soon as possible so that we can provide appropriate advice.

Kind regards,  
<Insert name>