



# Assessment Policy

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## SCOPE

This policy provides information for all students, parents/carers, and staff about their roles, responsibilities, and procedures to ensure the integrity of assessment. It is aligned to the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority's (QCAA) guidelines.

This policy details procedures to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of assessment tasks, and procedures relating to examination requirements. It is intended that this policy will inform all matters related to assessment.

In this policy, assessment tasks can be defined as:

- Assignments – e.g., written, spoken, practical, or multi-modal tasks; or
- Examinations

## RESPONSIBILITIES

### School Responsibilities

- Publish Assessment Planners on the school website each semester outlining assessment dates for year-level subjects.
- Provide students with assessment tasks to be completed in an appropriate time frame.
- Provide feedback to students on both draft and final assessment tasks.
- Ensure moderation of student assessment tasks aligned with ACARA/QCAA guidelines.
- Contact parent/guardian within two (2) school days of an assessment draft and/or final task not being submitted, or exam date being missed.
- Communicate at regular intervals with parents/carers regarding student assessment results.

### Student Responsibilities

- Engage in the learning for all subjects and complete all scheduled assessment to the best of their ability.
- Submit all assessment evidence, including draft responses, by their due date and time, following all task guidelines and instructions.
- Ensure all assessment tasks meet academic integrity requirements and use the appropriate referencing guidelines.
- If required, apply for Access Arrangements and Reasonable Adjustments (AARA) at least two (2) school days prior to the due date and time, except in exceptional circumstances. **See Appendix A – Access Arrangements and Reasonable Adjustments**

### Parent/Carer Responsibilities

- Support students to submit all drafts and final assessment tasks by the due date and time, and to attend all examinations.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items.
- If required, apply for Access Arrangements and Reasonable Adjustments (AARA) at least two (2) school days prior to the due date and time, except in exceptional circumstances. **See Appendix A – Access Arrangements and Reasonable Adjustments**

## ASSESSMENT CALENDARS

Year level specific assessment calendars will be published through Schoolzine and available to all students, parents and carers on Wynnum State High School website. Students will also be able to access their assessment calendar on Student Sharepoint. These calendars provide an outline of due dates for assignments and exams and allow students and families to manage their workload and organise support if required.

The assessment calendar will list all assessment tasks relevant to the subjects studied by the student. For each task the assessment calendar will detail:

- Draft and final due dates
- The type of assessment task (e.g., assignment, examination)
- The assessment topic

Assessment calendars will be published the end of Week 1 for each Semester. (i.e. Week 1 of Semester 1; Week of Semester 2).

## ASSIGNMENTS

- All students of a subject will receive the assignment task sheet on the same day at the same time through email from the curriculum Head of Department or subject coordinator, with the task sheet also published on QLearn at the time of email distribution.
- Students are expected to complete and submit all assignments in every subject by the due date and time unless they have completed an *AARA Application – Extension or Exam Absence*. Results may be adversely affected through the non-submission of assignments.
- Each assignment task sheet will show the due date for submission of the draft, the due date for submission of the final assignment, the criteria for the assignment, and the marking guide for the assignment.
- A result for an assessment item will be limited to the word count. Please refer to **Appendix B - Word length Requirements** for further clarification on word length.
- Assignments must be worked on systematically over a period of time to produce the best possible results. Students will be provided an appropriate period of time to complete an assignment. Some class time may be devoted to the preparation of assessment tasks, but it can also be expected that some preparation time should occur outside of class time.
- In Years 7 – 10, the amount of time students are provided to complete an assignment will be commensurate with its complexity and in accordance with relevant Australian Curriculum guidelines.
- In Years 11 – 12, the amount of time students are provided to complete an assignment is specified by QCAA.
- Teachers will monitor student progress on assessment tasks and notify the parent/carer where progress is not evident at check points.
- Students are to use the Harvard Referencing system to acknowledge when another person's work has been used or referred to within their assignment. This includes referencing when summarising and paraphrasing information from another source, even when it is expressed in the student's own words.
- To align with the school's Academic Integrity Policy all written assignments are to be submitted through Turnitin. Please refer to **Appendix C – Academic Integrity Policy** for further clarification. Students will also be required to submit a hard copy of any written assignment.
- Students who wish to ethically use Generative Artificial Intelligence (Gen AI) to support their work on assignments are only permitted to do so with the written approval of the subject teacher. Written approval will include the allowed use of Gen AI. Any permitted use of Gen AI must be referenced as per Appendix D - Referencing Expectations for AI Platforms. Any unapproved use of Gen AI is considered academic misconduct.

## DRAFT ASSIGNMENTS

- Drafting is a key checkpoint necessary for providing feedback to students and authenticate authorship (Please refer to Appendix E - Authenticating Student work for further information on how teachers may authenticate authorship). Types of drafts differ depending on the subject, e.g., written draft, rehearsal of a performance piece, or a product in development.
- Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.
- An assignment draft must be submitted by the draft due date and time (unless there are exceptional circumstances), and not fewer than ten (10) school days before the final submission date to allow for appropriate feedback processes.
- Draft assignments are to be submitted using the method specified on the task sheet.
- Written draft assignments are to be submitted by 8.45am on the due date, by either:
  - Uploading to Turnitin to align with the school's Academic Integrity Policy; or
  - Submission of a hard-copy to the library if uploading to Turnitin is not practical due to the nature of the assessment response.
- Spoken/practical assignment drafts are due in the subject lesson on the date specified on the task sheet.
- Students are encouraged to use digital devices to complete assignments; however, computer/printer/email problems will not be accepted as an excuse for late submission. Students should retain multiple copies of their assignment to avoid these problems.

## Feedback on Drafts

- Teachers will provide feedback on a maximum of one draft per assessment item, as per faculty conventions, unless otherwise stated on the task sheet. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or the whole class; and/or through questioning.
- Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for any draft assignment submitted.
- Feedback on a draft must not compromise the authenticity of student work. In accordance with QCAA guidelines, teachers may not introduce new ideas, language, or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation, and calculations, and remind students that the draft requires further editing.
- Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers may indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment item.
- Draft feedback will be released to students no later than five (5) school days before the final submission due date.

## Non-submission of Drafts

- If a student is present on the due date of a draft assignment but has not completed sufficient work to engage in the feedback process, they will be provided one lesson of class time for that subject to complete their draft.
- If a student experiences a valid reason for a draft extension due to an unforeseeable and unavoidable event (e.g., illness, bereavement), the following applies:
  - Years 7 – 9: Parent/carer to contact the relevant subject teacher. Subject teachers can approve extensions of draft due dates to no more than five (5) school days before the final due date.
  - Years 10 – 12: Parent/carer to contact the relevant curriculum Head of Department. Heads of Department can approve extensions of draft due dates to no more than five (5) school days before the final due date.
- If a student is absent without a valid reason, they are required to submit their draft electronically on the due date. If they fail to do so, they are required to submit it immediately on their return to school, however feedback on the draft may be limited to late submission.
- No extension on the final due date can be granted due to the late submission of the draft unless an AARA Application - Extension has been approved.
- Teachers will notify the parent/carer of students who fail to submit a complete draft by the draft due date no later than two (2) school days after the draft date.

## FINAL ASSIGNMENTS

- Final assignments must be submitted by the due date as indicated on the task sheet, unless negotiated through the AARA process.
- Assignments are to be submitted using the method specified on the task sheet.
- Written assignments are to be submitted by 8.45am on the due date, by either:
  - Uploading to Turnitin to align with the school's Academic Integrity Policy; or
  - Submission of a hard-copy to the library if uploading to Turnitin is not practical due to the nature of the assessment response.
- Spoken/practical assignments are due in the subject lesson on the date specified on the task sheet.
- Students are encouraged to use digital devices to complete assignments; however, computer/printer/email problems will not be accepted as an excuse for late submission. Students should retain multiple copies of their assignment to avoid these problems.

## Non-submission of Final Assignments

- If a student does not submit an assignment by the due date and time, unless negotiated through the AARA process, an achievement grade may be given for evidence of learning collected by the class teacher on or before the due date and time, as negotiated by the curriculum Head of Department.

## Assignment Extensions

- Curriculum Heads of Department may, in exceptional circumstances, grant an extension to a student. Such circumstances would include illness or bereavement in the family. It would not include sporting commitments, pressure of work, time management concerns, or family holidays.
- An *AARA Application – Extension or Exam Absence* is to be completed with supporting medical documentation or other relevant evidence and submitted to the curriculum Head of Department at least two (2) school days before the assignment is due, except in extenuating circumstances.
- Please note that class teachers are not able to grant extensions on final assignment due dates.

## EXAMINATIONS

- Exams and performance/practical assessments are administered in a variety of subject areas and under a variety of conditions.
- Students are responsible for supplying the necessary stationery and equipment for all examinations unless otherwise advised by the teacher.
- Students are expected to complete exams in every subject on the scheduled exam date unless they have a negotiated AARA.
- Exam and performance/practical assessment dates are set so teachers can make timely judgments about student achievement at a particular stage of their course of study. In the Senior School, exam periods may be determined by QCAA reporting requirements.

## PROCESS FOR MANAGING ABSENCES OR INCOMPLETE ASSESSMENT ON DUE DATES

Reason	Actions
<b>ASSIGNMENT - Planned approved absence on final due date</b>	<ul style="list-style-type: none"> <li>• Student to advise their teacher prior to the due or scheduled date.</li> <li>• Student required to submit assignment before the planned approved absence if they are unable to submit it electronically to the teacher by 8.45am on the due date.</li> <li>• An application for AARA is not required.</li> </ul>
<b>ASSIGNMENT - Unplanned absence on final due date - assignment submitted</b>	<ul style="list-style-type: none"> <li>• In the case of an unplanned absence on the day an assessment task is due students should submit the assignment either electronically to the teacher by 8.45am, or in-person by parent/relative delivery to the library by 9.00am</li> <li>• In this instance, an application for AARA is not required.</li> </ul>
<b>ASSIGNMENT - No assignment submitted by due date and time</b>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> When a student submits an assessment piece after the due date and time set as per the assessment task sheet, a result is awarded using evidence available on or before the due date and time, e.g., class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.</li> <li>• Class teacher contacts parent/carer within two (2) school days of final due date informing of assignment non-submission and directing them to complete an <i>AARA Application – Extension or Exam Absence</i> if eligible due to student illness or emergent family circumstances. The class teacher enters this contact on OneSchool, referring the contact to the curriculum Head of Department.</li> <li>• If eligible, the parent/carer completes the AARA Application, attaching supporting medical documentation attached and submits to the curriculum Head of Department within three (3) school days of the due date.</li> <li>• The Head of Department will assess the AARA Application and advise the parent/carer of the outcome.</li> <li>• If the AARA Application is approved, the student is to complete the assignment as negotiated.</li> <li>• If the AARA Application - Extension is not approved, or no application for AARA is made, the student's draft assignment or other evidence may be marked to determine a grade in consultation with the curriculum Head of Department.</li> </ul>
<b>EXAMINATION - Planned approved</b>	<ul style="list-style-type: none"> <li>• Parent/carer to advise subject teacher prior to the due or scheduled date and complete an <i>AARA Application – Extension or Exam Absence</i></li> </ul>

<p><b>absence on scheduled exam date</b></p>	<ul style="list-style-type: none"> <li>• Subject teacher will liaise with curriculum Head of Department to arrange for student to complete a comparable exam.</li> <li>• Student required to complete a comparable examination prior to their approved absence.</li> <li>• It is the student's responsibility to liaise with their teacher to ensure they cover any work required for the exam that they may miss by sitting the exam earlier than the scheduled date.</li> </ul>
<p><b>EXAMINATION – Unplanned absence from scheduled exam date</b></p>	<ul style="list-style-type: none"> <li>• Class teacher contacts parent/carer within two (2) school days informing them of missed exam and directing them to complete an <i>AARA Application – Extension or Exam Absence</i> if eligible due to student illness or emergent family circumstances. The class teacher enters this contact on OneSchool, referring the contact to the curriculum Head of Department.</li> <li>• <b>Year 7 – 9:</b> If ineligible for AARA, or no application for AARA is made, the student must complete the exam in the subject's next timetabled lesson.</li> <li>• <b>Year 10 – 12:</b> If ineligible for AARA, or no application for AARA is made, the student may receive no result for the missed exam. In Years 11 and 12, this may impact on ATAR and/or QCE eligibility.</li> </ul>

## NON-SUBMISSION OF FINAL ASSIGNMENTS AND EXAMINATIONS WHERE POLICY HAS NOT BEEN FOLLOWED

- It is essential students make progress towards the completion of each assessment item. Teachers may only make judgements in relation to student achievement on an assessment item where there is sufficient evidence of student work by the due date.
- Non-submission means the student provides limited or no evidence to support a result for the assessment item. This may impact academic achievement recorded for the unit, and subject selection options in later years.
- In Years 11 and 12, losing credit may affect a student's eligibility for an ATAR and QCE. A non-submission by a student completing Year 11/12 Units 1 – 4 will result in the student being referred to the year level Deputy Principal and **may** result in the student being withdrawn from the subject. Where there is no evidence of a response to a summative internal assessment piece (Units 3 – 4) on or before the due date a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

## MARKING AND FEEDBACK

- Teachers will mark and return student responses to all assessment tasks. At times, teachers other than the timetabled class teacher may mark student work. Teachers are expected to complete marking and feedback in a timely manner and meet reporting deadlines.
- In Years 11 and 12, students completing Unit 3 and 4 are provided with a provisional assessment result. These results are confirmed by the QCAA after an external confirmation process. For more information on this process, refer to the [QCAA Confirmation Process](#).
- All students have the right to request reconsideration of the results received on an assessment item. It is the student's responsibility to request reconsideration within five (5) school days of results being received. To arrange a reconsideration of result, the students to request this with the relevant curriculum Head of Department. If the Head of Department is the teacher involved, the student is to request a review with the Deputy Principal.

## APPENDIX A – Access Arrangements and Reasonable Adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their ability to respond to or participate in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students.

Wynnum State High School (WSHS) is committed to reducing barriers to success for all students. The following principles inform the decisions schools make about AARA:

- **Consultation** – AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents and carers, school staff and, when applicable, the QCAA.
- **Timeliness** – AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.
- **Standards-based assessment** – WSHS is required to maintain the intent and rigor of assessment and any other requirements or components that are inherent or essential to a course of study.
- **Effects of AARA** – Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes and participate in courses of study.
- **Flexibility** – AARA are specific to the individual needs of each student, subject, and assessment instrument.

In Years 11 and 12, the [QCE and QCIA Policy and Procedures Handbook](#) will be used to inform decisions about AARA for Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments.

### Eligibility for AARA

Barriers for a student whose disability, impairment, medical condition, or other circumstances may affect their ability to read, respond to or participate in assessment fall into three broad categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure

The QCAA uses broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional

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.

### Ineligibility for AARA

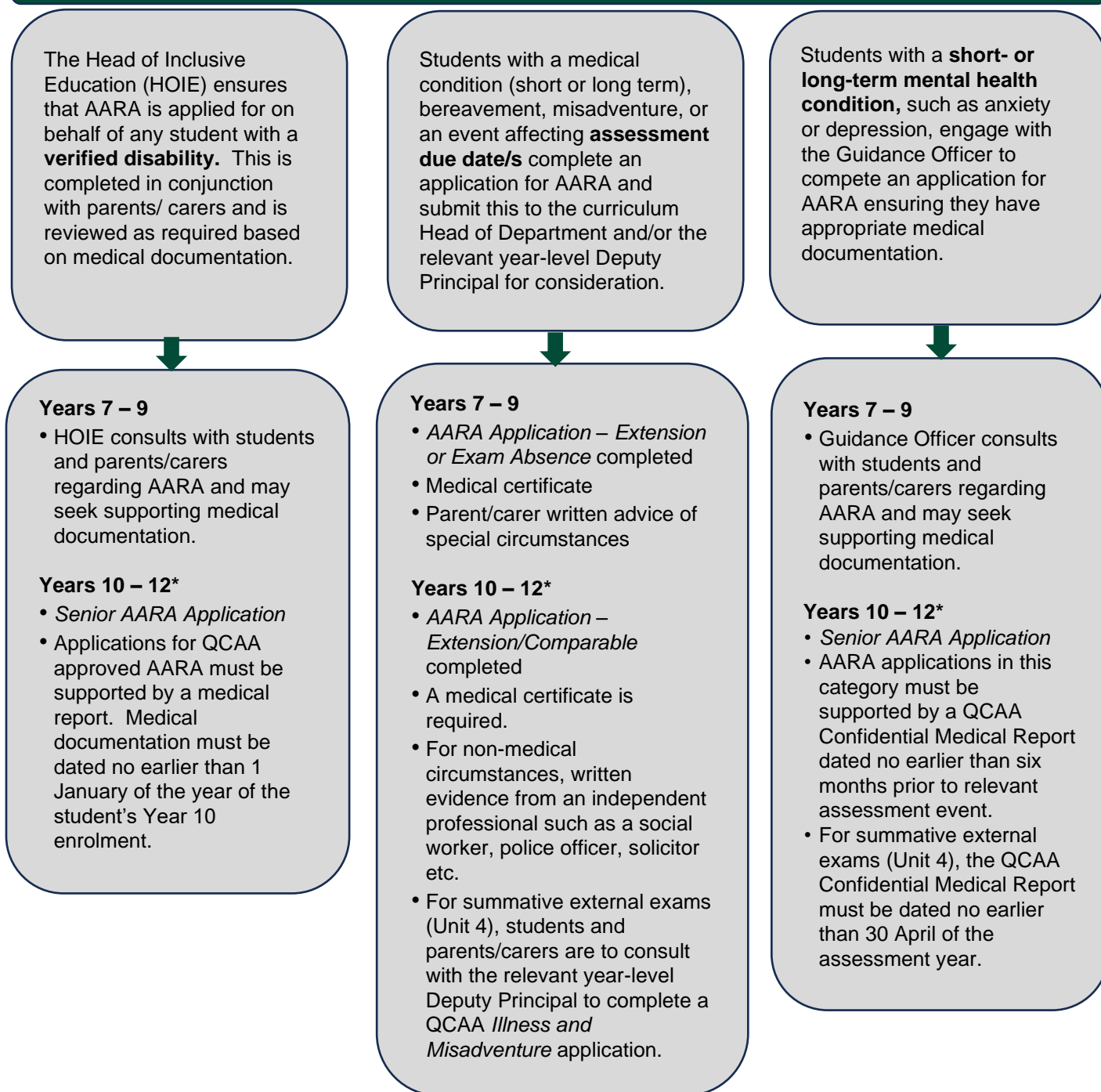
Students are not eligible for AARA on the following grounds:

- Unfamiliarity with the English language.
- Teacher absence or other teacher-related difficulties.
- Matters that the student could have avoided (e.g., misreading an examination timetable, misreading instructions in examinations, technical issues such as uploading of assessment).
- Matters of the student's or parent's/carer's own choosing (e.g., family holidays or sporting events).
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

## AARA Application Process

Students must apply to relevant staff for AARA, as indicated below. All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

### AARA Application Process



#### \*Year 11 – 12 AARA reporting as outlined by QCAA

- For Units 1 and 2, schools make decisions about AARA in conjunction with students and parents/carers.
- For Units 3 and 4, QCAA approves AARA for examinations. Non-examination assessment AARA must be reported to the QCAA by schools.



## APPENDIX B – Word length requirements

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or responses.

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

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

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	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> </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</li> <li>• reference list</li> <li>• appendixes†</li> <li>• page numbers</li> <li>• in-text citations</li> </ul> <p>* For example, by-lines, banners, captions and call-outs used in genre-related written responses            †Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes†</li> <li>• blank pages</li> </ul>

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

	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>	
<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>	<ul style="list-style-type: none"> <li>The exclusions for written responses do not apply as they are not relevant to a timed response.</li> </ul>

**Disclaimer** - The information in this appendix should be used as a guide only. These requirements are dictated by QCAA and are subject to change at any time. Always use the QCAA's QCE & QCIA handbook *Section 8.2.6 Managing response length* as the point of truth.

## APPENDIX C – Academic Integrity

Wynnum State High School and QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents, carers and others who support students in their learning, including QCAA, are responsible for promoting and maintaining academic integrity.

Students are to use the Harvard Referencing system to acknowledge when another person’s work has been used or referred to within their assignment. This includes referencing when summarising and paraphrasing information from another source, even when it is expressed in the student’s own words.

To align with the school’s Academic Integrity Policy all assignments are to be submitted through Turnitin. Students may also be required to submit a hard copy of assignments.

### Managing academic misconduct

Wynnum State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them.

For all instances of academic misconduct results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student’s own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

Type of misconduct	Example	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment, materials or AI</li> <li>has any notation written on their body, clothing or any object brought into an assessment room</li> <li>communicates with any person other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the student to stop writing, remove unauthorised equipment if applicable.</li> <li>Remove paper and student from exam room.</li> <li>Teacher to record as a “Behaviour Incident - Academic Misconduct” on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>Parents/caregivers notified.</li> <li>Consequences will be applied as per <i>WSHS Student Code of Conduct</i></li> <li>If academic misconduct occurs during an external exam, the exam coordinator is to permit the student to complete the exam and then submit an incident report to the QCAA.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to record as a “Behaviour Incident - Academic Misconduct” on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>Parents/caregivers notified.</li> <li>Provide an opportunity for the student to demonstrate that the submitted response is their own work.</li> </ul>

<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.</li> <li>• Only the elements of task that are their own original work will be graded. The section of work that is proven to be a result of academic dishonesty will not be marked.</li> <li>• Where a student/s is found to have plagiarised the entire task, it will be treated as a non-submission.</li> <li>• Consequences will be applied as per <i>WSHS Student Code of Conduct</i>.</li> </ul>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during a supervised assessment</li> <li>• copies another student's work during a supervised assessment.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	<p>A student or other person:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>• Parents/caregivers notified.</li> <li>• Administer comparable assessment.</li> <li>• Consequences will be applied as per <i>WSHS Student Code of Conduct</i>.</li> </ul>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>• Parents/caregivers notified.</li> <li>• Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date and time.</li> <li>• Consequences will be applied as per <i>WSHS Student Code of Conduct</i>.</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>• A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a or supervised assessment.</li> <li>• A student completes a response to an assessment in place of another student.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>• Parents/caregivers notified.</li> <li>• Treat as a non-submission.</li> <li>• Results will be awarded using any evidence from the preparation of the response that is available i.e. student's draft assignment/other evidence, in consultation with the subject Head of Department.</li> <li>• Consequences will be applied as per <i>WSHS Student Code of Conduct</i>.</li> </ul>
<b>Misconduct during a</b>	<ul style="list-style-type: none"> <li>• A student distracts and/or disrupts others in an assessment room.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the</li> </ul>

<b>supervised assessment</b>		Head of Department and Year Level Deputy Principal. <ul style="list-style-type: none"> <li>• Parents/caregivers notified.</li> <li>• Exam paper and student are removed from exam room.</li> <li>• Consequences will be applied as per WSHS <i>Student Code of Conduct</i>.</li> </ul>
<b>Plagiarism or lack of referencing, self-plagiarism, including the use of artificial intelligence (A.I.) to produce a response.</b>	<ul style="list-style-type: none"> <li>• A student completely or partially copies or alters another person’s work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</li> <li>• Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to record as a “Behaviour Incident - Academic Misconduct” on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal.</li> <li>• Parents/caregivers notified.</li> <li>• Opportunity is provided for the student to demonstrate that the submitted response is their own work.</li> <li>• A judgment about the student’s knowledge and skills is made using the parts of the response that can be identified as the student’s own work.</li> <li>• Only the elements of the response that are their own original work will be graded.</li> <li>• Consequences will be applied as per WSHS <i>Student Code of Conduct</i>.</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>• A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</li> </ul>	
<b>Significant contribution of help</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

## APPENDIX D – Referencing expectations for AI Platforms

If Gen AI is used students must follow academic integrity procedures and declare the use of AI by:

- following the instructions in QLearn when submitting assignment work and acknowledging the use of AI tools as prescribed below.
- providing details of the AI tool/s used in the Appendix including:
  - specifying which technology was used
  - explaining how the output was used in your work
  - identifying the prompts used
  - identifying the section, the output was used in your work.
- including a reference list citation for each AI tool used. If used to generate images, an in-text citation and reference list citation should be included.

Teachers may also ask to see the source material from the AI-generated material cited by the student.

### Example of Appendix format

Tool	Use	Prompt(s)	Section	Date
Chat GPT 4o	Initial factors to consider and investigate if a claim is supported	What are the important factors to consider if the following claim is supported	Rationale and research section	24 <sup>th</sup> November 2024
	Feedback on the rationale and whether the claim is unpacked to form the research question	Does the following text clearly unpack the claim to create a relevant specific research question	Rationale and research question	25 <sup>th</sup> November 2024

### Example of citation for general use

**OpenAI**, 2023. *ChatGPT* [large language model]. Available at: <https://chat.openai.com/chat> [Accessed 19 October 2023].

### Example of text-to-image generation

In-text citation for image	Image of robot holding a flower generated using Midjourney (2023).
Reference list citation	<b>Midjourney</b> , 2023. <i>Midjourney (V5)</i> [text-to-image model]. Available at: <a href="https://www.midjourney.com/">https://www.midjourney.com/</a> [Accessed 27 November 2024].

## APPENDIX E – Authenticating Student Work

Teachers will use a variety of strategies to authenticate student work. Students are expected to share their work at each checkpoint and drafting timeframe to gain feedback and as an authentication strategy

Teachers will raise academic misconduct with students whose work:

- is significantly different from the student's usual level of performance;
- is not in the student's usual writing style;
- contains inconsistencies, such as different writing styles or different text format;
- is similar to the output from popular generative AI tools when provided with the assessment question.

Teachers may take other actions to ensure authorship if a student is at risk of misconduct. These include, but are not limited to:

- interviewing students to audit understanding of the content they are claiming authorship of;
- using previous student samples to compare tone and style;
- using plagiarism and AI detection tools such as Turnitin where applicable.