



MACKAY NORTH STATE HIGH SCHOOL

ASSESSMENT POLICY 2024 – 2027

TABLE OF CONTENTS

School Expectations	2
Principles of Assessment	2
Academic Integrity	3
Breaches of Academic Integrity	3
Authentication Strategies	4
Turn-It-In	4
Plagiarism	4
Artificial Intelligence and Assessment	4
Due Dates	6
Individual Circumstances	6
Applications for Extensions / Adjustments	6
Steps when Aware of / Known Absences from Assessment	6
Steps when Unaware of / Unplanned Absence from Assessment	7
Failure to Notify of Absences from Assessment	7
Drafts	
Checkpoints & Drafting	7
Providing Feedback on a Draft	7
Scaffolding	8
Managing Assessment Response Length	9
Access Arrangements & Reasonable Adjustments (AARA)	11
Additional Information – Years 7 – 10	12
Assignments	
Orals / Practical Performances	
Examinations	
Referencing	
Assessment Programs, Units & Types - Senior	
Applied (Essential English & Mathematics) Subjects	10
Applied Subjects	
General Subjects	
APPENDIX 1 – AARA Form (Senior)	
APPENDIX 2 – AARA Form (Junior)	
APPENDIX 3 -	

School Expectations

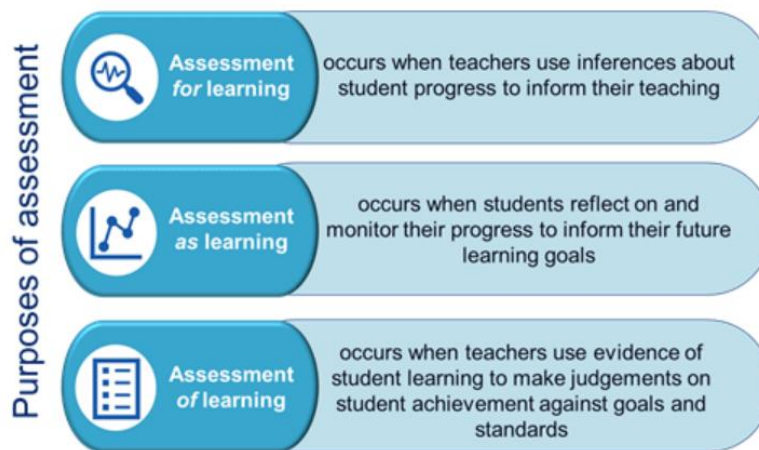
Students are expected to engage in their agreed learning program, through their course of study, as fully and effectively as their capabilities allow. This engagement will be demonstrated in their regular and punctual attendance at school and in classes, compliance in class, completion of all required in-class work, homework, assessment, work placement and competency completion.

Principles of assessment

Assessment is an integral component of systematic curriculum delivery. Mackay North SHS teachers plan, design and implement assessment to monitor and gather evidence of student learning and achievement against the relevant achievement standards. They use assessment and reporting data to provide the curriculum in a way that supports clear expectations for every student and every school in student learning and achievement.

Assessment is an integral component of systematic curriculum delivery.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:



The following principles guide the Assessment Policy at Mackay North State High School, which align with the Queensland Curriculum and Assessment Authority (QCAA) assessment practices and the three attributes of high-quality assessment: validity, accessibility and reliability.

Assessment at Mackay North State High School strives to be:

- Aligned with curriculum and pedagogy
- Equitable for all students – every student having the opportunity to demonstrate their learning.
- Informative of where students are in their learning.
- Evidence-based, using evidence collected from a range and balance of tasks.
- Ongoing, with a range of evidence compiled over time.
- Transparent, ensuring clarity of expectations.

Key Policy Documents:

P-12 Curriculum, Assessment & Reporting Framework

<https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework-version9.pdf>

QCAA K -12 policy and resources: <https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment>

Academic Integrity

Academic integrity requires students to demonstrate that their academic responsibilities are approached in an honest, moral and ethical way. This integrity and honesty is demonstrated through the manner in which a student approaches:

- classwork
- homework
- assessment
- work placement
- units of competency (certificate courses).

To assist students, all Year 10, 11 & 12 students will be required to complete the QCAA Academic Integrity course prior to the completion of their first piece of assessment every year. Students in Years 7, 8 & 9 are explicitly taught about academic integrity, their responsibilities and wellbeing.

Staff design assessment pieces according to the principles described and in accordance with the syllabus guidelines for each subject. This is to ensure students are given the maximum opportunity to learn, prepare and submit assessment items that conform to the highest levels of Academic Integrity. Staff also complete the QCAA Academic Integrity course to ensure they are familiar with the demands being made of students.

To avoid academic misconduct staff will assist students to take multiple approaches to their learning and assessment preparation.

APPROACHES TO PROMOTE ACADEMIC INTEGRITY MAY INCLUDE

- | | |
|--------------------|--|
| • Forward planning | • The use of checkpoints, where staff monitor work to date |
| • Referencing | • Note-taking and summarising |
| • Drafting | • Choosing appropriate examples and quotes to support meaning |
| • Editing | • Checking – self-assessment compliance with academic integrity guidelines |
| • Time management | |

Breaches of Academic Integrity:

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

TYPES OF BREACHES OF ACADEMIC INTEGRITY MAY INCLUDE

- | | |
|-------------------------------------|---|
| • Plagiarism | • Disclosing or receiving information about an assessment |
| • Collusion | • Impersonation |
| • Contract cheating | • Misconduct during a supervised assessment |
| • Copying work | • Cheating while under supervised conditions |
| • Fabricating | • Self-plagiarism |
| • Misuse of Artificial Intelligence | • Significant contribution or help |

Steps - Breach of Academic Integrity:

1. Staff member will notify subject Head of Department.
2. Evidence will be gathered regarding alleged breach – Turn-It-In report, witness statements, etc.
3. Student will be interviewed, and allowed to address the allegations.
4. Head of Department will make a determination as to the nature and extent of the alleged breach; and will discuss with their relevant Deputy Principal.
5. Parents will be notified of the situation, and consequences applied by the relevant Head of Department.

If the allegation is proved, consequences will be applied to students. Consequences may vary dependent upon the specific circumstances of the breach of academic integrity. They may include:

- Being marked according to an original draft, or only marking original work
- Re-sit of alternative assessment
- Not receiving a result for the assessment piece (not-rated)
- Detentions

Consequences for Seniors (Yrs 11 & 12) are outlined in Section 8 of the current QCE and QCIA Policy and Procedures Handbook.

Authentication Strategies

All students will be required to ensure the work produced for assessment is their own. To this end the school will provide a variety of opportunities for students to do this:

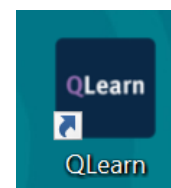
- in-class assessments
- checkpoints - dates where work will be viewed by the teacher.
- all pieces of assessment (where work is completed outside the classroom) will require students to sign an acknowledgment that the work they have done is their own
- use of the software, "Turn-It-In" for assessment.

'Turn-It-In':

Students will have access to 'Turn-It-In' in QLEARN, to submit their assessment (not exams or certain practical assignment) to gauge authenticity. Students are upskilled in the use of this as part of assessment practice. Years 10 – 12 are expected to use 'Turn-It-In', Years 7 – 9 are encouraged to use 'Turn-It-In'.

Note:

1. All written assignment assessment must be submitted electronically, unless alternatively arranged with their classroom teacher.
2. Students access Turn-It-In via QLearn
3. The feedback report should show the following authenticity guidelines (this is a guide only and subject to teacher judgement):
 - Creative: 10%
 - Analytical/Research: 20%
 - Evaluative: 20%
 - Percentages do NOT include bibliography or direct quotations.



Plagiarism:

Plagiarism is using another person's material for assignments, assessment and presentations without acknowledging them and referencing it in a bibliography. It is unacceptable and viewed as a breach of academic integrity.

To avoid plagiarism always use "..." to enclose quotes and reference any material sourced from elsewhere in a bibliography (using Harvard referencing – guide to referencing available in student diary).

Artificial Intelligence and Assessment:

Mackay North SHS recognises that Artificial Intelligence (AI) and its uses can support students in the organisation and idea building phases of their assessment, however it is essential that students identify where they have used an AI tool to develop their assessment.

Students are expected to only use the AI tools for the following:

- Planning and organisation
- Structure of an assessment
- Refining and editing

Students cannot use AI to:

- Develop responses to questions
- Create or modify writing, images and recordings
- Search for exemplars/responses to assessment
- Incorporate false or misleading information

If students are using AI tools they will be expected to cite where in the assessment and how they have utilised the AI tool. The citation needs to appear in the referencing of the assessment:

Due Dates

Students will have access to an assessment calendar at the start of each semester. This is individualised and available through OneSchool. Students are also encouraged to use their diaries to schedule relevant dates including exams, assignments, projects, work placements, units of competency completion dates, etc

Teachers issue semester planners or similar summary documents of the due dates for assessment at the start of each academic semester or unit summarising the topics to be studied and the assessment dates.

If there is a change to the date when a piece of assessment is due, the change will have been made following consultation with the faculty Head of Department. The date change will be communicated to the students and parents/ guardians.

Important Information regarding Due Dates:

1. All assessment pieces will have the due date identified on the cover page.
2. Submission time is by midnight of the due date when submitting electronically OR 3pm if submitting as a hardcopy.
3. All assessment pieces, which provide a draft opportunity, will have the draft due date included within the task sheet.
4. If a student does not submit a draft by the due date, parents/guardians will receive an email notifying them.
5. If a student does not submit their draft work on the due date (without prior approval), they may receive a 2 day extended draft due date (dependent upon teacher approval). Late submission of a draft may mean a draft will not be marked.
6. Students in Years 10, 11 & 12 are required to use 'Turn-It-In' to authenticate work. Students in Years 7, 8 & 9 are encouraged to utilise 'Turn-It-In'.
7. If a student does not submit their work on the due date (final submission) (without prior approval), they may be marked on the work that has been seen before the due date. If no work has been seen, a result of 'not-rated' (NR) will be noted. Parents/ guardians will be notified of the non-submission.

Individual Circumstances:

Circumstances may arise, where a student cannot meet assessment due dates. Individual circumstances can, and will be taken into account. Family holidays do not constitute a circumstance where adjustments will be made.

Access adjustments or reasonable adjustments may be required. This is done through the Access Arrangements and Reasonable Adjustments process – refer to pages throughout the policy, including AARA, Appendix 1 and 2.

POSSIBLE SITUATIONS MAY INCLUDE

- | | |
|---|--|
| <ul style="list-style-type: none"> • Short or long term illness • Cultural or academic commitments • Unforeseen family circumstances • Sporting commitments (<i>only State level competition can be considered for Years 11 & 12</i>) | <ul style="list-style-type: none"> • Verified or imputed disability or learning difficulty • Accidents • Sorry business |
|---|--|

Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.

AARA is the process by which students who need assistance in the completion of their assessment can have appropriate and timely adjustments made to their curriculum and assessment procedures, to ensure they are given the opportunity to best demonstrate their capabilities in a subject area.

AARA may be approved for a variety of circumstances:

- long term medical conditions eg diabetes.
- a verified or imputed disability
- sporting commitments
- cultural or academic commitments
- short term illnesses
- accidents
- unforeseen family circumstances

Possible impacts or barriers	Possible assessment Access Arrangements & Reasonable Adjustments
Accessing and manipulating materials	<ul style="list-style-type: none"> • Assistance (eg a teacher aide assisting with manipulation of equipment and other practical tasks) • Physical equipment (eg specialised desk or chair) • Extra time or rest breaks
Accessing visual information	<ul style="list-style-type: none"> • Alternative format papers (eg enlarged print, electronic format, braille) • Assistive technology (eg a screen reader) • Vision aids (eg a magnifier) • Reader • Physical equipment/ environment • Extra time or rest breaks
Attending to verbal instructions	<ul style="list-style-type: none"> • Assistance (eg supervisor using the student's name in reading instructions) • Individual instructions • Varied seating
Colour vision deficiency	<ul style="list-style-type: none"> • Alternate format papers ie black and white, where required
Coping with social dynamics	<ul style="list-style-type: none"> • Varied seating
Epileptic seizure risk (ie diagnosed condition)	<ul style="list-style-type: none"> • Varied seating • Medication
Focus, concentration, processing speed, working memory, 'cognitive load'	<ul style="list-style-type: none"> • Assistance (eg a supervisor prompting the student to start or continue undertaking the assessment task) • Extra time or rest breaks
Hearing verbal instructions	<ul style="list-style-type: none"> • Individual instructions (eg written, signed) • Varied seating • Physical equipment (eg sound enhancement)
Diabetes hypoglycaemia or hyperglycaemia	<ul style="list-style-type: none"> • Comparable assessment, extension for IA • Illness & misadventure application for EA
Diabetes monitoring / correcting blood glucose levels	<ul style="list-style-type: none"> • Diabetes management
Illness eg flu; occurrence of episodic conditions (eg migraine)	<ul style="list-style-type: none"> • Comparable assessment, extension for IA • Illness and misadventure application for EA
Infant care / breastfeeding	<ul style="list-style-type: none"> • Varied seating • Rest breaks • Physical Equipment (eg ergonomic furniture)
Pain, discomfort, fatigue – in producing written responses	<ul style="list-style-type: none"> • Computer, assistive technology or scribe • Physical equipment/ environment • Rest breaks, varied seating • Medication
Pain, discomfort, fatigue – in sitting for long periods	<ul style="list-style-type: none"> • Rest breaks (eg to stand and stretch) • Varied seating • Physical equipment • Medication
Poor fine motor control, illegible handwriting	<ul style="list-style-type: none"> • Computer or assistive technology (eg speech recognition)
Regulating emotions, sensory processing	<ul style="list-style-type: none"> • Varied seating • Assistance (eg supervisor to provide support and reassurance) • Rest breaks

Applications for Extensions / Adjustments:

1. Requests are to be made through the relevant Head of Department or Deputy Principal – applications forms are available through the Junior or Senior Hub, Office, or on-line – this is through the AARA process.
2. Submissions should include a medical certificate, letter, email or phone call from a parent / healthcare professional. Documentations must be current.
3. Adjustments may be short term or long term; dependent upon individual circumstances.

Steps for a planned or known absence from assessment

1. Student completes an AARA form (Appendix 1 & 2) (available from the office or the school's website), ensuring all sections are completed and signed by student and parent
 - a. Provide supporting documentation, such as medical certificate, sport selection confirmation letter, etc. Documentation must be current.
2. Submit application to
 - a. Year 11 & 12 – Head of Department Senior Schooling OR Deputy Principal Senior School.
 - b. Year 7 – 10 – relevant Head of Department
3. Student and parents will be notified if approved or rejected.
4. Student takes copy of the approved form to the relevant Heads of Department and Teachers; who will note the adjustment and take necessary steps.
5. For Seniors - Deputy Principal will record approval, place original in student file and electronic copy on staff drive for teachers to access and attach to completed assessment pieces (QCAA requirement).

Steps for an unplanned absence from assessment

When a student misses an assessment piece owing to unforeseen circumstances such as illness or misadventure

1. The student, or their parent/guardian contacts the school ASAP, to explain the situation. Preference is to contact:
 - a. Years 11 & 12 - the Deputy Senior Schooling or Head of Senior Schooling
 - b. Years 7 – 10 – relevant Head of Department if only 1 assessment piece / Head of Department for Junior or Middle School if a number of assessment pieces.
2. On the next day the student is at school, student should bring in a completed AARA form with attached documentation to the staff members they have communicated with.
3. If the application is approved, the student takes the approved AARA form to the HODs of the relevant subjects, who will note on the AARA form the alterations to assessment.
4. The student then takes the completed AARA form back to the relevant Head of Department to copy, with the original being returned to the student.
5. The copy is then placed in the students file as well as on the staff drive for teachers to access to attach to completed assessment pieces.

Failure to notify of absences from assessment

If a student misses an assessment piece, exam, work placement or competency, and they have NOT applied for AARA, it will affect the results for that subject. When a student does not submit a response to an assessment instrument on, or before the due date set by the school, a result may be awarded using evidence viewed on or before the due date e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations etc.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission of assessment, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For all junior classes, senior Applied subjects and Short Courses, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

Drafts

Checkpoints and Drafting

A draft is a preliminary version of a student's response to an assessment instrument; often an assignment. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

Each assessment piece will clearly explain the type of draft that feedback will be provided on, and provide a date on which that draft will be due.

There will only be appropriate feedback provided on one draft. Provisional or potential marks will not be given for a draft.

Providing feedback on a draft or after completion of assessment

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. Majority of feedback for students will be in written form. Copies of drafts, with feedback, may be kept by the teacher.

Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

Teachers provide formal feedback on a maximum of one draft of each student's response.

Providing feedback is a consultative process, not a marking process.

Feedback on a draft must not compromise the authenticity of student work. 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 more editing, but do not edit or correct all errors in a draft.

Feedback, on draft submissions, should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, instrument specific marking guide, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

Managing Assessment Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus, as made clear on the Assessment instrument. One of these conditions is the response length or duration of time. Assessment instruments match syllabus requirements by indicating the required length of a response as either:

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

Response length information is provided to:

- ensure equity of conditions for all students
- indicate the scope and scale of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- in Senior
 - to ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
 - to ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

If a Response Exceeds Assessment Response Length

If a student submits a response that exceeds the required length, staff will not read or view the response for grading purposes after the required length, and will:

- mark the student's response using information up to the required length
 - annotate on the student's response where they have stopped reading or viewing - noting that the student's response has exceeded the required length.
- allow a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is
 - produced under exam conditions
 - in an assessment that requires a continuous response, such as a presentation or recording.

Students are encouraged to:

- respond to draft feedback to manage the length of their response
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

If according to the Instrument Specific Marking Guides (ISMG), the students result is affected by the excess length then this should be made clear on the marking guide and in the feedback provided to the student to prevent a re-occurrence.

The following inclusions / exclusions apply when determining the length of a student response

Written Response

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response

Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography / reference list • appendixes[†] • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography / reference list • appendixes[†] • blank pages
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Non -Written Response

	Response length — duration
Inclusions	<ul style="list-style-type: none"> • Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music • Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation
Exclusions	<ul style="list-style-type: none"> • Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.

Scaffolding

To assist students in their academic progress staff will use scaffolding. Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to an individual student, a small group or a class of students. The levels of scaffolding decrease significantly through Years 10, 11 and 12.

SCAFFOLDING MAY INCLUDE	
<ul style="list-style-type: none"> • Chunking a complex task into discrete parts • Pre-teaching vocabulary • Using visual supports or graphic organisers • Guiding students to make predictions and reflect on their learning 	<ul style="list-style-type: none"> • Modelling thought processes • Questioning student to develop conceptions, describe interpretations or challenge opinions • Providing a timeline or check points • Prompts and cues for students about requirements

Reporting and Comparability of Standards

The school will report to parents/guardians 4 times per year, providing feedback on the student's academic progress, behaviour and effort.

To ensure comparability of assessment across a subject and year level:

- Groups of teachers engage in a planned process of moderation of assessment instruments that have the capability to assess student achievement of aims or syllabus general objectives and are within the scope of the content/subject matter specifications of the syllabuses or guidelines
- make judgments of students' achievements with reference to articulated standards
- keep records of the standards attained by students
- provide feedback to other teachers, Heads of Department, and the school community.
- engage in moderation of teacher judgments of standards.

To ensure moderation works effectively, the following principles guide the process at North High;

- syllabuses or guidelines that clearly describe the content and achievement standards
- contextualised exemplar assessment instruments
- samples of student work annotated to explain how they represent different standards
- consensus through teacher discussions on the quality of the assessment instruments and the standards of student work
- professional development of teachers

Each faculty has a clear set of collaborative processes which align with the syllabus requirements for the:

- Development of assessment items
- Cross marking of student's work
- Moderation of students work, standards and results.

The school has a clear timeframe and guideline for the development of assessment items for endorsement and confirmation and faculties will be required to develop, moderate and submit these items within these time frames.

Collecting and Storing Assessment Information

All completed hard copies of assessment will be stored by each faculty. Electronic copies of student work will be stored in Q drive by each faculty, by class as per faculty requirement.

Heads of Department will develop and document each faculty's method of collection of hard materials and process for storage of same.

Additional Information – Years 7 - 10

Assignments:

Assignments may take many forms and may include some of the following types of assessment items:

- research assignment
- folio assignment
- oral presentations
- group performances
- multimodal projects
- practical assessment

Orals/ Practical performance:

On the first day of orals/ practical performances, all students must submit a copy of the script they intend to use for their presentation. This makes the preparation time more equitable for all students. Students absent on this day should email their notes to the teacher to arrive in time for the scheduled presentation.

In the case of group orals/ practical performance where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy the whole group script. On the first day of return, the absent student is expected to complete the oral/ practical performance, with other group members supporting the process.

Assignment Extension/Exemption

Any request for an extension is to be made to the Head of Department at least 2 days prior to the due date using the appropriate AARA form obtained from the Head of Department of the Subject. The submission should include a medical certificate, letter, email or phone call from a parent. The granting of extensions is at the discretion of the Head of Department or Deputy Principal.

Examinations:

Students are to complete examination in the nominated lesson. No student will sit an exam prior to the scheduled date without prior authorisation by the Head of Department of the specific subject area.

Materials:

- Teachers will check student materials and implements for their exams on entry. All materials and implements should be visible to the exam supervisor at all times.
- Students allowed to bring calculators, rulers or other larger implements, are advised that they must be clean and free of graffiti and writing.
- Stored memory must be cleared from calculators before entering exam rooms.
- Supervisors will make judgments about material permission and disallow if necessary.
- Paper or books cannot be brought into any exam, unless explicitly stated within examination conditions. In the case where written or typed materials are allowed for completion of the exam, the examination supervisors will check all materials.
- School electronic device policy applies at all times.

Student Conduct:

- Any breaches of student conduct during assessment is directed to the Head of Department.
- Exam supervisors may make seating allocation changes that may be deemed necessary for the good conduct of the entire room.
- No talking is allowed in the examination room, and seeking assistance is attained by the student raising their hand and waiting for a supervisor.
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties, including non-rating.

Late Arrival to Examination:

- Students who arrive late to an exam will be permitted to enter to the exam room, but will not automatically receive extra time to complete the exam.
- Teachers may grant extra time for the examination if convenient, reschedule the entire exam or provide a reschedule extra time component. Under the latter condition, the student must not peruse the unattempted section of the exam and rescheduling must be conducted punctually.

Examination Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties.

Referencing:

- Students must acknowledge the sources used in their assessment - acknowledging **direct quotes**, **statistics** or **key ideas** from another person's writing or work. Similar information taken from nonprint sources such as a speech or a television program should also be sourced.
- If students do not acknowledge the source of these ideas they have breached academic integrity (plagiarism -taking and using another person's writing etc. as their own).
- Referencing is a list of all sources used in preparing an essay or assignment. This list **must** include all books and articles noted in acknowledged sources throughout the piece of writing and **should** include any other sources used in research. The reason for the bibliography is to show the sources of information and inform interested readers where they may find further information.
- Examples of the HARVARD system can be found online, in the student diary and via most university websites.

Assessment Programs, Units & Types - Senior

Applied (Essential English & Mathematics) subjects:

There are currently two Applied (Essential) syllabuses: Essential English and Essential Mathematics.

Units 1 and 2 - Faculties have determined the assessment program, tasks and marking guides that are used to assess student responses for Units 1 and 2.

Units 3 and 4 - Students will complete a total of *four* summative internal assessments, *three* developed by the school and the other, a common internal assessment (CIA), developed by the QCAA. These summative assessments are based on the learning described in Units 3 and 4 of the syllabus and provide evidence of student learning included in exit folios.

Summative assessment instruments from Units 3 and 4 have been endorsed before they are administered.

Common internal assessment (CIA)

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the relevant syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered under supervised conditions in Unit 3
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over other summative internal assessment.

Instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit.

Instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

As part of quality teaching and learning, teachers deconstruct instrument-specific standards with students to help them understand the requirements of the assessment instrument.

Assessment techniques - Schools develop assessment instruments from the assessment techniques outlined in the syllabus. The Applied (Essential) syllabuses use the same assessment technique categories as the Applied syllabuses (as listed below).

Applied subjects:

Applied syllabuses are developmental courses of study consisting of four units. Each unit has a minimum teaching, learning and assessment time of 55 hours. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning, while Units 3 and 4 consolidate student learning. Units 3 and 4 are studied as a pair and assessment is summative.

Planning an assessment program

Assessment is described in the subjects approved study plan. The study plans:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit

- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

Units 1 and 2 - Each applied subject will develop a minimum of *two* and a maximum of *four* assessments from their approved study plan to match the techniques and conditions described in the syllabus and to reflect the local context.

Units 3 and 4 - Each applied subject will develop a total of *four* summative internal assessment instruments from their approved study plan. Student responses to the assessments are marked by the school using an instrument-specific standards matrix, which is in the schools approved study plan.

Applied syllabuses do not use external assessment. The exit folio, which includes only evidence of student work from Units 3 and 4, is used to determine a student's exit result. The A–E exit result is determined using the syllabus exit standards. Schools participate in quality assurance process as required.

Instrument-specific standards matrixes

For each assessment instrument, the school has developed an instrument-specific standards matrix (ISSM) by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The ISSM is shared with students prior to completing the assessment and used as a tool for making judgments about the quality of students' responses to the assessment instrument.

Assessment techniques

There are eight assessment techniques used across the Applied syllabuses.

Assessment techniques	Purpose
Collection of work	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Examination	An examination assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique.
Investigation	An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Applied syllabuses, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.
Performance	A performance assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance assessments involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent.
Practical demonstration	A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time, and involves students applying identified skill/s in relevant contexts.
Project	A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes

General subjects:

General subjects are suited to students who are interested in pathways beyond school that lead primarily to tertiary studies, vocational education and training, and work.

General syllabuses are developmental courses of study consisting of four units. Students complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning, while Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative. Each syllabus unit has been developed with a notional teaching time, learning and assessment time of 55 hours.

Units 1 and 2 - Separate subject faculties will decide the sequence, scope and scale of assessments for Units 1 and 2, they determine the assessment program, tasks and marking guides used to assess student performance for Units 1 and 2.

The school will:

- develop at least *two* but no more than *four* assessments
- complete at least *one* assessment for *each* unit
- ensure that each unit objective is assessed at least once.

Units 3 and 4 - Students complete a total of *four* summative assessments — three internal and one external. Confirmed results from the internal assessments are combined with the result from the external assessment, which is developed and marked by the QCAA, to produce the overall subject result. External assessment results are not privileged over summative internal assessment results.

Teachers have developed *three* summative internal assessments, which must be endorsed before they are administered with students.

Teachers submit provisional marks to the QCAA and summative internal assessment results are externally confirmed by QCAA assessors

Instrument-specific marking guides

Each subjects syllabus provides an instrument-specific marking guide (ISMG) for each summative internal assessment instrument. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

The school cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, teachers deconstruct ISMGs with students to help them understand the requirements of assessment tasks.

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment instrument.

External assessment

External assessment is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

Assessment techniques

The school has developed assessment instruments from the assessment techniques outlined in the syllabus. There are six assessment techniques that may be used for summative internal and external assessments in General subjects.

Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or

	secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

APPENDIX 1 – AARA FORM

APPENDIX 1 – PARENT & STUDENT AGREEMENT (in diary)**Assessment Policy****DUE DATE**

For each assessment instrument you will be given a due date the task is due.

EXTENSION

If you require an extension for an assignment, you need to contact the relevant HOD, and complete an AARA application **before** the due date. Documentation will be required to be attached to any AARA application

TECHNOLOGY

Be aware that technological problems will not be accepted as a reason for extension. .

ABSENCES

A student who is ill and unable to attend school for assessment should inform the principal's delegate (Deputy in charge of Yr 11, Principal if Yr 12) or faculty assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal/delegate -approved (Yr 11) Principal reported (Yr 12) AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established. Ensure full and appropriate documentation is provided with the AARA application such as a full medical certificate, Police report etc.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a piece of assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work.

Where there is not any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions

DRAFT WORK

It is important that you show work in progress in class and check on dates to:

- establish the work is yours
- enable you to get credit for completed work if you do not meet due dates for the good draft of your assignment.
- assist your case if you are applying for an extension.
- There will be only feedback provided on one draft of the assessment piece. This will be made clear on the task sheet.

Remember to submit ALL draft work with the final copy.

CONSEQUENCES FOR FAILURE TO COMPLETE ASSIGNMENTS BY THE DUE DATE**ASSESSMENT**

A student must complete an assignment task by the due date or their result will be based on the in-class achievement of the student or the single 'draft' on which the student received feedback.

EXAM/ORAL ASSESSMENT/PRACTICAL

If an arrangement is not made to complete the missed exam/oral assessment/practical, result will be based on the in-class achievement of the student or the single 'draft' on which the student received feedback.

CONSEQUENCES FOR NON-SUBMISSION OF ASSESSMENT

When non-submission of assessment prevents teachers from making valid judgments about a student's coverage of a course of study:

- The student may receive a satisfactory/unsatisfactory (Units 1 and 2) or a level of achievement (Unit 3),
- In extreme cases of non-submission and significant lack of evidence a student may not receive a level of achievement for the subject.

In either situation, the Principal will notify parents/ guardians and the student will be requested to 'show cause' as to why they should have credit for the Unit or their course of study.

ACADEMIC INTEGRITY

Any breach of the Academic Integrity component of the schools assessment policy will result in a consequence.

Parent signature

Student signature

APPENDIX 2 – TEMPORARY AARA FORM

APPENDIX 4 – ASSESSMENT CONVENTIONS

Schools use the three levels of planning to plan a range and balance of assessment conventions¹ (technique, type of text, mode and conditions) within and across years and/or bands for each learning area and/or subject in ways that are inclusive²; and ensures all students are supported to demonstrate evidence of their learning and achievement.

ASSESSMENT TECHNIQUES

Assessment techniques refers to the *assessment method* used to gather evidence of student achievement, appropriate to the nature of the curriculum.

Broad assessment techniques appropriate for gathering evidence of student learning and achievement in each learning area of the Australian Curriculum in Prep to Year 10 include:

- **extended responses:**
 - *in English*, to assess students' abilities to adopt roles as writers or speakers/signers, develop relationships with their audience/s, and create imaginative, informative and persuasive texts. It should reflect students' understanding and skills within one of the three text types (imaginative, informative or persuasive)
 - *in The Arts*, to assess students' abilities to respond to art works either before, during or after the making of their own works, or in response to the works of others, as appropriate in each Arts subject
 - *in Languages subjects*, assesses students' abilities to communicate using an understanding of the language and culture they are studying when interpreting, creating and exchanging meaning
- **tests (in Prep to Year 6) and/or examinations (in Years 7 to 10):**
 - *in all eight learning areas*, to assess a selection of subject matter that accurately reflects the intended learning of the curriculum against the relevant achievement standard based on students' responses that are produced independently, under supervision and in a set timeframe, ensuring student authorship
- **projects:**
 - *in Mathematics*, designed as a problem solving and modelling task to assess students' abilities to respond to an authentic problem, specific scenario or situation that highlights a real-life application of Mathematics. It is developed in response to an authentic challenge or a mathematical investigative scenario, context or situation
 - *in Humanities and Social Sciences*, to assess students' responses to a single task, stimulus, question, situation or scenario that gives students authentic opportunities to demonstrate and interrelate their knowledge, understanding and skills, as appropriate in each discipline
 - *in Health and Physical Education*, to assess students' responses to a series of focused tasks, within a single or cohesive context
 - *in Technologies*, to assess students' abilities to design and produce designed solutions, and to create digital solutions, suitable for an identified technologies context, and their abilities to document the process
- **investigations:**
 - *in Science*, to assess students' abilities to follow an inquiry approach that aligns to the Science Inquiry Skills strand for a year level, using evidence that goes beyond the data or information they have been given and the knowledge they currently have, to test hypothesis or answer a research inquiry question relevant to the learning context of the discipline. It is important to consult the relevant year level achievement standard, especially the second paragraph related to Science Inquiry Skills, to understand what students are expected to demonstrate. For example, in the early years, students only use evidence they have been given when completing an investigation
 - *in Humanities and Social Sciences*, to assess students' abilities to interrelate knowledge and understanding and skills using evidence that goes beyond the data or information they have been given and the knowledge they currently have to test hypothesis or answer a research inquiry question relevant to the learning context of the discipline. It is important to consult the relevant year level achievement standard, especially the second paragraph related to Inquiry and Skills, to understand what students are expected to demonstrate, appropriate to each discipline and in each year level. For example, in the early years in some subjects, students only use evidence they have been given when completing an investigation
 - *in Health and Physical Education*, to assess students' abilities to follow an inquiry approach using evidence that goes beyond the data or information they have been given and the knowledge they currently have, which enables students to demonstrate decision-making and problem-solving skills in Health and Physical Education focus areas
 - *in Technologies*, to assess students' abilities to interrelate the knowledge and understanding, and

processes and production skills, using data or information that goes beyond what they have been given and the knowledge they currently have. It is important to consult the relevant band level achievement standard, especially the second paragraph related to Processes and Production Skills, to understand what students are expected to demonstrate, appropriate to each discipline and in each band. For example, in the early years, students only use evidence they have been given

- **experimental investigations:**
 - *in Science*, to assess students' abilities to follow an inquiry approach based on research practices that aligns to the Science Inquiry Skills strand for a year level experiment; and to investigate a hypothesis or answer practical research questions. Experiments may be conducted in the classroom or field. These practices include locating and using data or information that goes beyond what they have been given and the knowledge they currently have. In the early years, an experimental investigation is guided and requires students to follow instructions to investigate a constructed question and/or problem. The focus is on planning an experimental investigation and problem-solving with teacher guidance. It is important to consult the relevant year level achievement standard, especially the second paragraph related to Science Inquiry Skills, to understand what students are expected to demonstrate for an experimental investigation
- **practicals and/or performances:**
 - *in Health and Physical Education*, to assess students' authentic physical responses to the demands of physical activity under supervised conditions
 - *in The Arts*, to assess students' abilities when making and/or performing art works, as appropriate in each Arts subject.

Summary of broad assessment techniques identified as appropriate for planning a range and balance of assessment in *Year and/or Band Plans* for each learning area from Prep to Year 10

Assessment techniques ¹ in Prep to Year 10 for gathering evidence against the Australian Curriculum achievement standards						
Learning areas	Extended response	Test / Examination	Project	Investigation	Experimental investigation	Practical and/or Performance
English	◆	◆				
Mathematics		◆	◆			
Science		◆		◆	◆	
Humanities and Social Sciences		◆	◆	◆		
Health and Physical Education		◆	◆	◆		◆
Technologies		◆	◆	◆		
The Arts	◆	◆				◆
Languages	◆	◆				

◆ Assessment technique identified as appropriate for planning assessment in *Year and/or Band plans* for each Australian Curriculum learning area and/or related subjects.

ASSESSMENT TYPES OF TEXTS

Type of text refers to the *assessment response format* used to gather evidence of student achievement appropriate to the nature of the curriculum, and the age, nature and diversity of learners.

When demonstrating evidence in response to assessment, students communicate in a recognisable response format (or type of type):

- to suit the discipline as described by the relevant curriculum elements for the learning area or subject in the relevant year or band, such as achievement standards being assessed and aligned content descriptions;
- to suit the context, audience and purpose of the task appropriate to the curriculum;
- based on the literacy demands commensurate to the year and/or band of the curriculum, and the General capability: Literacy learning continuum.

As students engage with discipline specific content, they demonstrate their learning, through the assessment response formats, using literary features distinctive and valued as ways of learning and communicating in each learning area. While each learning area varies in their specificity, the appropriate types of texts are identifiable and derived from the curriculum elements for each year or band, such as the relevant achievement standard, year or band descriptions, content descriptions and elaborations, general capabilities and cross-curriculum priorities.

Understanding the distinctions between appropriate types of texts that suit the nature of learning across different learning areas supports developing and maintaining plans for the range and balance of appropriate assessment response formats used to gather evidence of student achievement.

Examples of appropriate types of texts for each learning area of the Australian Curriculum provided below is not a comprehensive list; rather examples are intended as a guide to understand how appropriate types of texts differ according to the nature of the curriculum

English	Mathematics	Science	Humanities and social sciences	Health and Physical Education	Technologies	The Arts	Languages
<ul style="list-style-type: none"> persuasive texts such as a speech imaginative texts such as narratives informative texts such as an analytical essay 	<ul style="list-style-type: none"> data displays mathematical explanations proposals calculating using algorithms 	<ul style="list-style-type: none"> causal explanations procedures information reports 	<ul style="list-style-type: none"> historical recounts source analyses interviews field reports financial plan reports 	<ul style="list-style-type: none"> information reports evaluation reports health promotion posters personal fitness plans 	<ul style="list-style-type: none"> design briefs evaluation reports 3D models robotics mobile applications 	<ul style="list-style-type: none"> animations critiques reviews choreography music videos 	<ul style="list-style-type: none"> conversations explanations of a topic, process or practical activity text analyses

ASSESSMENT MODES

Assessment mode refers to the *assessment mode of communication* used to gather evidence of student achievement, appropriate to the nature of the curriculum and age, nature and diversity of learners.

Responses can be: written, spoken/signed, nonverbal, visual, auditory, or multimodal (integrating visual, print and/or audio features). These responses can be recorded, published or live; and presented or submitted face to face, digitally, online, and/or in hardcopy.

Any adjustments³ for individuals and/or groups of students with diverse learning needs in the mode of assessment should reflect differentiation and/or adjustments made during teaching and learning and documented as a part of unit planning.

ASSESSMENT CONDITIONS

Assessment conditions refers to the *conditions for administering assessment* appropriate to the nature of the curriculum, taking into consideration issues of access, equity, and the age, nature and diversity of learners. Assessment conditions may relate to:

- due dates for checkpoints, drafts and/or final responses; and processes for submitting responses
- word length or number of pages for written responses, and time limits for spoken responses (remembering length of responses should be considered in the context of the assessment, and that longer responses do not necessarily provide better quality evidence of achievement)
- whether the task will be a test or examination where students produce their response independently, under supervision and in a set timeframe; and whether questions, tasks, texts and/or stimulus material is seen or unseen when provided as part of a test or examination
- whether the task is open where students work on completing the response over time, either individually or in pairs or groups
- whether students will have access to resources (when selecting and providing access to resources, including stimulus materials for assessment purposes, schools should use processes to determine the appropriateness of particular topics, texts, and materials for their students)
- whether students will have access to scaffolding (scaffolding should maintain the integrity of the assessment task so a student's response is their own; and not lead to a predetermined response or interfere with students' ability to demonstrate their learning against the relevant achievement standard)
- whether students will be provided with teacher feedback (teachers may provide feedback on student draft responses in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning; feedback on a draft must not compromise the authenticity of student work).

Any adjustments³ for individuals and/or groups of students with diverse learning needs in the conditions of assessment should reflect differentiation and/or adjustments made during teaching and learning.

¹ Information about assessment conventions, including assessment techniques and conditions in Prep to Year 10 identified for each Australian Curriculum learning area aligns with advice developed by QCAA. For more information, see <https://www.qcaa.qld.edu.au/p-10/aci/frequently-used-resources/techniques-and-conditions>.

² For more information about inclusive education and the Department of Education's commitment to inclusive education for all students, visit <https://education.qld.gov.au/students/inclusive-education>

³ All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education, the curriculum and school activities on the same basis as other students. For more information, see advice about curriculum and reasonable adjustments at <https://intranet.qed.qld.gov.au/Students/LearningandDisabilitySupport/Pages/reasonable-adjustments.aspx>