Assessment Policy

From the Staff Handbook – summary of assessment and reporting key points:

Assessment and Reporting

The QAHS Assessment and Reporting Policy aligns with the specific assessment criteria as stated by the International Baccalaureate Organization's *Diploma Programme Assessment Procedures* which is updated each year.

At QAHS there is a practice of continuous formative assessment through tutorial activities, homework tasks and peer and self-assessment. It is essential that staff know the progress that each student is making and are tracking the students' academic performance and to achieve this, formal assessment will take place through the year through class-based assessments and timetabled assessment blocks in most instances as outlined in the table below. Data from each of these assessments form the basis of end of term report grades.

All subjects have an Assessment Map which outlines timing, weighting and details of each assessment item for each year level.

Information about assessment tasks and activities are included in the work plans which are available through the Academy Learning Management System, MyQA and are calendared. Students will receive electronic copies of their assessment schedules. These assessment schedules show students and parents what will be taken into consideration to determine the 'attainment' grade on the report.

Teachers must not change or modify assessment dates without submitting a *Request to change Assessment* form, available from the Deputy Principal.

Assignments

- Monitoring dates will be set for all assignments. Students are required to submit work for feedback at this time.
- Assignments will be due at a specific time on a specified date as outlined in the assessment calendar. Students who miss IBO deadlines risk non-award of their IB Diploma.
- Work programs and assessment calendars will indicate whether the assignment is an internal Academy or an external IB piece of work.
- Teachers may not change or modify assignment dates without submitting a *Request to change Assessment* form, available from the Deputy Principal.

Reporting

QAHS uses the Department of Education and Training's (DET) OneSchool for reporting and to store data.

There are two different styles of reports:

In Terms 1 and 3 all students will receive a report outlining their level of achievement, effort, behaviour and the quality of their homework.

In Terms 2 (end of Semester 1) and 4 (end of Semester 2) all students will receive a report outlining their level of achievement, effort, behaviour and the quality of their homework; The Guidelines for reporting rubric outlines the descriptors for these levels.
Reports are distributed electronically via email to Parents.

Parent-Teacher-Student Interviews

Formal face-to-face Parent-Teacher-Student Interviews are held twice a year (end of semester 1 (June and End of Semester 2 November). QAHS uses PT Online as the appointment booking software program.

Concerns regarding student progress should not be left until such events (or term reports). Early contact with parents is our standard. Parents are welcome to meet with teachers at other times to discuss student progress and performance.

Assessment Policy and Practice

Underpinning any framework of assessment must be an acknowledgement and recognition of validity and *reliability.*

Validity – the extent to which an assessment actually measures what it is stated to measure.

Reliability – the accuracy of measurement resulting from an assessment
        Assessment can be replicated with similar results
        Similar results would be obtained from different markers

Frameworks of assessment require (to differing degrees) the following considerations:
    Technical
    Resource
    Time

All assessment should support appropriate learning.

Formative assessment (for learning):
    Validity assumes greater importance
    Provide detailed feedback on student strengths and weaknesses
    Help develop student capabilities
    'zone of proximal development' (Vygotsky)
    scaffolding
    identify the knowledge, skills & understanding that students should develop rather than accurately measuring the level of achievement

Summative assessment (of learning):
    Validity and reliability are equally necessary
    Provides differentiated information about actual student achievement – this can inform both student/parents/external bodies through certification as well as being used as a tool for professional development.
    Accountability mechanism
    Reinforces the teaching of curricular goals

Appropriate frameworks of assessment must include a variety of assessment components that reflect the range of expected outcomes for a given course. Such frameworks reinforce the constructivist theory of student learning in which students are actively engaged in the learning process and take responsibility for their own learning in an inquiry based environment.

IBO Diploma Programme Assessment Principles and Practice

Appropriate Timing of Assessment
The opportunity that the Diploma allows for students to mature and develop into their courses means a sensitive and thoughtful consideration of timing of internal assessment work. Students need to know

how they are progressing, consideration must be given for fullest and latest opportunities for students to demonstrate their learning, knowledge development, processes maturation, understanding and skill.

This must be balanced with ensuring that students are not over loaded with assessment occurring all together and in accordance with IBO timelines. Thus QAHS will ensure that assessment is spaced appropriately, allowing time for students to demonstrate to their capacity whilst avoiding assessment blocks that overload them.

Year 12 Final IB Assessment Calendar planning is conducted collaboratively by representatives from each Group of subjects. Final IB Assessment (IB Core/ Internal Assessments/ Data Collections/ Orals etc) are layered with student wellbeing at the centre of discussion. IB Assessment should appear on the calendar with a 'One item focus' for work due at any time through semester 1 and 2 in year 12.

Rationale

An assessment policy which:
(i)   clearly sets out expectations and practices which are common across all areas of the curriculum;
(ii)   is communicated to all students, care givers and teachers; and
(iii)   is followed by all teaching staff will ensure that the assessment process is consistent and fair to all.

Basic Principles

1. All dates for assessment which will be used in the end of term reporting will be communicated to students and parents at the beginning of each semester in the form of an assessment planner.

2. Information on a course of study, such as units of study and sequence of the course, should be made available to students. A copy of each current syllabus will be available for student access via the Learning Management System, MyQA.

3. Assessment should be a planned and integral part of the teaching program.

4. No task should be set unless adequate resources are available for students in the Academy or are easily accessible to **all** students outside the Academy. Students must be advised of pathways for accessing resources both within the Academy, in external libraries and via online sources for every assignment.

5. All assessment tasks should contain an element of class time when a student's progress can be monitored and authorship verified. Monitoring dates will be set so work in progress or drafts can be submitted for feedback and guidance.

6. The Academy has a formal examination block outside final IB Diploma examinations**.** Any assessment outside this time should be completed in normal lesson times.

TEACHER INFORMATION

Assessment Calendar

All assessment that will contribute to end of term reporting must be recorded in the formal assessment calendar on MyQA. See the QA assessment hierarchy below for priority of assessment.

All subjects have Assessment Maps outlining what is assessed when, and what contributes to each term report – no deviations to the Assessment Map can occur however annual review is supported.
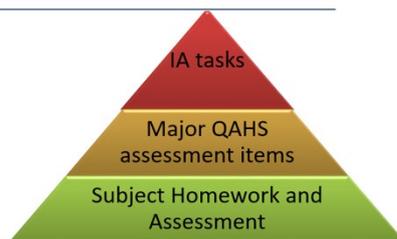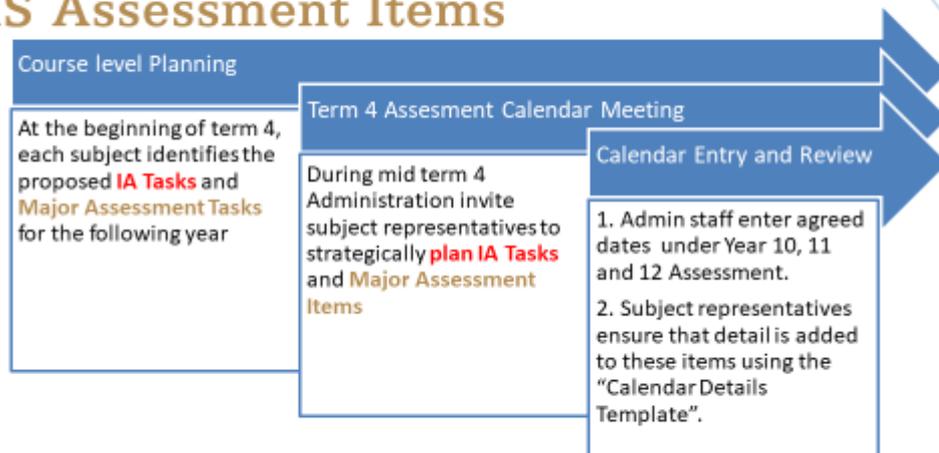
4

Figure 1: QAHS Assessment Heirachy indicating student prioirty and defines the level input on the MyQA assessment calendar.

Definitions of Assessment Heirachy levels:

Highest priority: IA Tasks For negotiation at Assessment Calendar Planning Meeting and input on MyQA Assessment Calendar	"Any task which a student may complete that will contribute to the Internal Assessment component of a subject". Broadly speaking, these are items which we would assume our students to prioritise over all other curriculum based due dates. They include: • Final IA submission deadlines • "After regular hours" data collection periods for Group 4 subjects • Core Assessment deadlines for EE, TOK and CAS • Formal draft due dates and major checkpoints for IA, EE, TOK and CAS related tasks. If a student missed the submission of these items, it would be expected that they would be processed under the catch up class program.
Major QAHS Assessment items For negotiation at Assessment Calendar Planning Meeting and input on MyQA Assessment Calendar	These are those items which we would expect our students to prioritise more highly than regular homework items and quizzes. They include: • Mid Term Exams • Formal assessment items which are initiated at the course level rather than at the class level. They will be generally weighted as >20% of a reporting period and will include all students in a course. This has been a difficult area of Assessment to define as there is a "grey area" where Major QAHS Assessment Items naturally transition into subject homework and assessment. Some questions which can help guide this decision are: • Is there a formal process undertaken if the student misses the item? • Is it submitted on a Thursday according to the new assessment guidelines? • Would students be likely to prioritise this item over regular homework and class assessment? If the answer is "Yes" it is likely to be a "Major QAHS Assessment Item".
Subject Homework and Assessment For input in course outline, and will appear on student class pages.	These items should make up the largest portion of overall formative assessment load. They are frequently weighted components towards our QAHS subject semester reporting. Examples include: • Homework items – booklets, worksheets etc. • Essays and other submissions which may be graded and reported on. Designed around skill development. • Class quizzes – often weighted towards assessment but are generally < 20% of a reporting period assessment. These do not require a significant investment of student time and are aimed at providing a progress snapshot.

Capturing Assessment on the Calendar – IA Tasks and Major QAHS Assessment Items

Course level Planning

At the beginning of term 4, each subject identifies the proposed **IA Tasks** and Major Assessment Tasks for the following year

Term 4 Assesment Calendar Meeting

During mid term 4 Administration invite subject representatives to strategically **plan IA Tasks** and Major Assessment Items

Calendar Entry and Review

1. Admin staff enter agreed dates under Year 10, 11 and 12 Assessment.

2. Subject representatives ensure that detail is added to these items using the "Calendar Details Template".

QUEENSLAND ACADEMIES

Changes to Assessment Dates

- If long term unit planning is effective and well considered, changes to the assessment schedule should be minimal.

- Any changes to dates must be approved by the Deputy Principal.

- Changes must be provided to students in writing, a minimum of five (5) full school days prior to the original date or five full school days prior to the new date if the assessment date is brought forward, which ever gives the students the more notice. A form is available for this purpose.

- Any changes, additions or deletions from the original must also be made on the electronic network at the same time students receive the written notification. THE MYQA CALENDAR WILL BE THE MOST ACCURATE AND UP TO DATE VERSION OF THE CALENDAR. It will be the primary reference if there are parental enquires. In addition any new enrolment will receive a calendar printed directly from the network on the day they enrol. This will also be the case if a student requests another print of their calendar.

- As calendars will be reprinted and reissued to student each term (after class roll over) there may be a limited opportunity to alter dates however this will be with the approval of the Deputy Principal and will occur within a set number of dates on the school calendar.

Format of Assessment Items

In addition to the generic Academy cover sheet for exams and assignments all assessment items should contain the following information to ensure that we have a consistent framework around basic information available for any assessment item on the calendar.

Subject Contact Person	Staff member responsible for the item (may be multiple)
Estimated student investment of time	Often difficult to estimate but a great help for people outside of subject area.
Task Details	General information related to the nature of the task.
Submission format	Online through MyQA, in class, paper based etc.

TESTS/PRESENTATIONS

Written Test Conditions

ALL EXAMINATIONS WILL BE CONDUCTED IN STRICT ADHERANCE TO ACADEMY PROCEDURES AND PROTOCOLS and in alignment with the IBO examination procedures.

Every effort **MUST** be made by the classroom teacher to ensure the integrity of the test
- by arranging seating within the class to minimise the opportunity for academic dishonesty. This may involve having to change rooms for the lesson.
- **actively supervise the test candidates (marking or lesson preparation during a test is not considered active supervision)**
- ensuring students do not have access to books and materials which may give an unfair advantage.
- ensuring all students complete the assessment under the same conditions (excluding students with recognised learning difficulties/disabilities or approved special conditions)

TEACHERS MUST ensure students have a very clear understanding of test conditions:
- no communication, verbal or otherwise
- what to do if they require assistance or have a question
- the approved equipment – no borrowing of equipment
- students to stay in their seat
- Papers will be distributed so that all students begin work at the same time
- Papers will not be collected from students until the end of the test session ie. Papers will not be permitted to be handed in early
- No communication will remain until a time students no longer are in possession of their paper (see previous point).

Unfair Means During A Test

- All teacher action with regard to use of unfair means should be unobtrusive and not disturb the class. It must be minimalist in its disturbance of the student implicated, no matter how obvious the degree of proof of cheating.

- On the student's paper, where they are currently working at the time of suspected cheating, the supervising teacher will indicate the time and initial.

- Remove any sources of cheating.

- The student must be allowed to complete the test/task.

- The teacher should complete a 'detailed' written record of the incident on OneSchool.

- Immediately after the test the incident must be discussed with the Deputy Principal with all relevant material being passed on.

The Deputy Principal will complete the investigation and determine consequences in line with the Academy Academic Integrity Policy (see appendicies).

Orals / Group Presentations

- All students are to be ready to present their oral/group presentation on the specified due date as listed in the calendar.

- Where oral/group presentations may take several lessons to present, the order in which students will present will be randomly chosen.

Written Tests / Oral/Group Presentations - Absence
Absence on the day of the test / set date for commencement of orals/group presentations

1. (a) parents/guardians should speak with the Principal or Deputy Principal to discuss relevant circumstances **on or before** the date of the assessment item <u>OR</u>

    (b) supply a medical certificate on the first day of return to school explaining the absence.

In either case it is the **student's responsibility to make contact with the relevant Teacher** to make arrangements for completing the assessment item on the first day back at school or as soon as possible.

2. (a) if the Teacher received an approval form, stating that the absence is legitimate and a valid result can be obtained from the late test, the student's result should be recorded as part of the overall semester's assessment and a note made on the profile explaining the circumstances

   (b) if no legitimate reason exists <u>or</u> the student has failed to follow the appropriate procedures a **O result** should be recorded and included in the overall level of achievement. In this case the completed assessment item should be viewed as a diagnostic tool for feedback purposes.

If no attempt is made to complete missed assessment the student may be considered not to have completed the course of study and may not be eligible for a result in that subject. This decision will be at the discretion of the Principal based on evidence available.

The infographic below outlines the step-by-step process for students if they miss an in class test/ oral or presentation.

ASSIGNMENTS

Conditions

Please ensure:
(i)   sufficient in-class time under teacher supervision is allocated to enable teachers the opportunity to verify authorship of student work and provide diagnostic feedback and guidance

(ii)   monitoring dates will be set for assignments in which progress on work will be checked. If the student is considered at risk of not submitting work indicative of their ability at this time, or work is not made available, a letter can be generated and forwarded to parents via the catch up class process (see Student Assessment Checklist infographic).

(iii)   sufficient time is allowed for planning, research, writing and submitting monitored work.

(iv)   adequate resources for the completion of assignments are readily accessible either within the Academy, externally or via online sources and students are advised of access methods.

(v)   the processes required to complete the assignment should be taught prior to the assignment being commenced.

(vi)   students with identified learning difficulties are given the opportunity to access appropriate support / assistance to complete the assignment.

(vii)   the assignment adheres to the IB ethical guidelines and the QAHS Guidelines for the Ethical Conduct of Research involving Humans (see Appendix F)

Issuing Assignments

(i)   **Hard or electronic copies of the assignment task and coversheet must be provided to the student.** A record of distribution must be kept of distribution by the teacher.

(ii)   In the event the student is absent on the issue date, it is the teacher's responsibility to ensure a hard or electronic copy of the assignment is provided to the student at the next lesson.

Assignment Monitoring

Aims
* provide information to parents as to the progress of their student on assignments.

* to assist students in their organisation for completion of assessment by the due date and avoid last minute rushes and or subsequent failure to submit.

* to achieve an outcome which is indicative of the student's ability.

How
All assignments will be required to have a date(s) for monitoring of work which appear on the published assessment calendar (and digitally on MyQA Calendar).

* If a student's progress "is at risk" or work not made available at monitoring, contact with the parent must be made within 24 hours of monitoring. A letter/email template is available on MyQA, or phone contact can proceed.

Submission of Assignments

1.   All Assignments should be uploaded to the student's MyQA Class page.

2.   All assignments will be due in a specified lesson (session) on a stated date. The common due time for all assessment is THURSDAY 6 pm uploaded to MyQA.

3.   An extension may only be granted by the relevant Head of Department (or in extenuating circumstances the Deputy Principal or Principal) Application must be made on the prescribed form **48 hours before the due date**.

4.   Extended absence due to illness up to and including the deadline:

     Students should produce a medical certificate or parents should speak with the Deputy Principal or Principal to discuss relevant circumstances before or on the due date.

5.   Absence on the due date:

     (a) the student should send the assignment to school with a friend or relative <u>OR</u>

     (b) the parent/guardian should speak to the Deputy Principal or Principal) on the day to explain circumstances and make arrangements for the submission of the assignment if the request is approved <u>OR</u>

     (c) supply a medical certificate to accompany the assignment on the first day of return to school.

6.   Uploading Assignments

     If a student is required to submit a piece of assessment via email the responsibility is with the student to keep a record of transmission for proof of submission. The onus to ensure receipt lies with the student not the teacher or recipient. Technological difficulties cannot be cited as reason for non-submission.

     Students should always keep an electronic record (and back up record) of this transmission record.

Failure to submit assignments / late assignments / incomplete assignments

(a)   No submission / late submission
Unless covered by written approvals from the Deputy Principal or Principal, late or non-submitted assignments will be awarded 0 grade. It is expected assessment is still submitted for feedback.

(b)   Incomplete Assignments
Note: An assignment shall be deemed incomplete if:
   • It is not completed to the specifications as per criteria sheet
   • Evidence does not exist to indicate that all sections of the assignment have been attempted.

(The quality of work will be recorded in the marking process and should not be reason for deeming an assignment incomplete. The monitoring process is the avenue for this feedback.)

Unless covered by written approval by the Deputy Principal/Principal the student should be given a result based on the incomplete work submitted on the due date. The student will be expected to complete the assignment in full but will not be given credit for this additional work.

In any of the cases outlined in (a) and (b) above a Catch Up Class letter counter-signed by the relevant Administration should be sent to the parent within 24 hours. This letter is available on the staff electronic network.

⟶   *See the Student Assessment Checklist infographic below.*

Student Assessment Checklist

QUEENSLAND ACADEMIES Health Sciences Campus

My assessment is due Thursday 6pm uploaded to MyQA

48 hours before
Do I need an extension?

Yes

No

WELL Done

Your organisation and planning is on track!

Breathe it will be ok

STEP 1: EXTENSION
Complete "Extension Form" application on MyQA and website
https://myqa.community/homepage/5847

STEP 2: EVIDENCE
Attached supporting evidence e.g. medical certificate, Southcoast sport letter or other approved documentation

STEP 3: COMMUNICATE
Have a <u>face to face</u> conversation with HOD or DP and submit extension form
Group 1: HOD Teaching and Learning - Ms Gilbert
Group 2: HOD Global Learners - Mr Obst
Group 3: HOD Global Learners - Ms Hart
Group 4: HOD Science and Enrichment - Mr Lal
Group 5: HOD IB - Mr Craig-Ward
Group 6: HOD IB - Mr Craig-Ward

No Get cracking! Break down the task

Missed the due date

Yes

COMMUNICATE
With classroom teacher via email

NO MARK/GRADE GIVEN
Feedback only

STEP 1: MONDAY
Your parents (and you) will be emailed the official supportive next steps letter outlining the requirements for attendance and submission.

STEP 2: TUESDAY
Attend supportive next step tutorial in the Wellbeing hub 2-3.30pm

STEP 3: WEDNESDAY
If still not submitted attend supportive next step tutorial in the Wellbeing hub 2-3.30pm

STEP 4: THURSDAY
If not submitted your parents and class teacher will be notified. Time to finalise independently your submission. You will recieve '0' for this assessment.

No GREAT JOB!

What now?

Has your extension been approved?

Yes

*ensure work is completed by the agreed due date!

GREAT JOB!

Submission of IB Assessment

Students' IB assessment must be submitted in accordance to the submission procedures already outlined. Once submitted via MyQA, the work must be processed according to IB assessment procedures relating to the particular assessment. For example, providing appropriate feedback to a draft before final submission.

The final assessment should be checked by TurnItIn/Plagiscan for sources and referencing and by AI detection software. Although students can not add substantially to the work after the submission

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deadline without an extension, it is permitted for students to address issues relating to referencing or minor presentation problems such as fixing page numbers.

It is expected that teachers are sufficiently familiar with their student's work through checkpoints and feedback sessions to be able to authenticate the work as being done by the student on IBIS.

Teachers are responsible for ensuring that IB requirements for assessments are met. This may include IB forms required for the work and other information required on IBIS.

When possible and practical students will submit their own work (EE, ToK essay, English A HL essay, Music: Exploring Music in Context) directly to the IB via the candidate website (https://candidates.ibo.org) and authenticate the work. In other situations, teachers may submit the work to IBIS eCoursework on behalf of the student, but it is the responsibility of the student to check that the work submitted is the latest and correct version. For IB moderation of internal assessment, teachers will organise samples required by the IB, under the direction of the HOD of IB & Pathways.

The HOD of IB & Pathways will monitor that submitted work complies with the IB regulations.

Use of Artificial Intelligence Tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools. Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first. Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

In accordance with the IB Academic Integrity Policy, Appendix 6, students should be informed of the following rules:

• If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography

• The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Our MyQA Online Assessment submission platform allows for students and staff to see the percentage match through turn it in. At this point, students are unable to see the percentage match from AI tools.

Staff are encouraged to use the checklist below to assist with teacher- student conversations about the ethical use of AI Tools with their coursework.

Final IA/EE Coursework AI Similarity Checklist

Submission of <u>Final</u> IB Assessment

1.

Teacher to check similarity and AI on MyQA by Tuesday 8.30am the following week

>>> Including checking references

2.

Teacher to email student with the AI% report possible evidence (screenshot) to have a conversation

>>> Template? To view the work/the cull. AI match, 'no judgement' 'letting student in to see AI match'

Student

1. Amend the response accordingly
2. Resubmission negotiated time. Maximum 1 week.

Teacher

1. Alert the student to the issue
2. Alert line manager

Resubmission

Repeat #1. Teacher to check similarity to AI on MyQA.

False Positive

Student provides evidence of their work as their own

Wow! You write like AI - All good!

All Good!

NOT All Good

Teacher to add to Oneschool 'contact'

Refer to HOD IB and DP (A Lee)

Conversation with student Academic Integrity policy

Determine next steps with students *parents
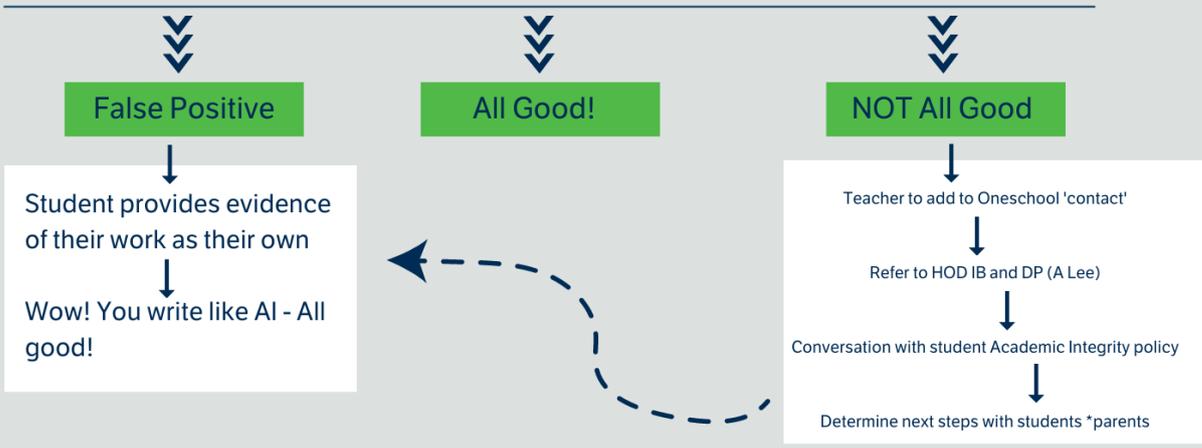
Dear
Student Name

RE: Subject & assessment Name— not yet submitted
Academy expectations for assessment and Catch up class process

At the Queensland Academy for Health Sciences, we have high expectations of students and staff and we are proud of the excellent standards we ask all school community members to aspire to. As a student of the Queensland Academies, the expectation is that all assessment items are submitted on time.

You have not yet submitted your SUBJECT NAME due on DATE,TIME, METHOD OF SUBMISSION (Uploaded to MyQA). This will affect your overall result for the subject. To ensure further penalties and the consequent impact on learning and term results does not develop to a situation of IB Diploma Program course failure, the Internal Assessment must be completed and submitted to the classroom teacher prior to the end of this term.

You are now required to attend a **Catch-Up Class at 2:00pm on Tuesday DATE** in the Cube (next to the Staffroom) to complete the assessment under supervision unless it is submitted prior to this time. In the event that you are not able to submit the required assessment by **3.15pm, you** will be expected to attend a supervised continuation of a **Catch-Up Program on Wednesday DATE 2pm-3:15pm. If still not submitted, Parents will be contacted on Thursday by Administration** and then continue with Catch up program **Friday** DATE 2pm-3:15pm whereby the assessment is submitted regardless at 3:15pm. This final class will be supported in Administration with a Deputy Principal or the Principal.

Whilst assessment items that are **submitted late will not be graded, feedback will be provided** which supports students in their continued improvement towards achievement in International Baccalaureate internal and final examinations.

The QAHS Assessment Policy is outlined below:
Year 12 Final IB Assessment
The IBO deadlines for Internal Assessment are definite - there are no concessions. IBO Internal Assessment items vary from subject to subject in terms of percentage weightings, number of items per subject and the type of assessment item. However, they are all governed by the same regulations regarding submission dates. **Should a student fail to submit or complete an IB Internal Assessment item by the due date, a Diploma is not awarded.**

All Year 10/11/12 Assessment
QAHS policy on assessment is aligned with the IBO regulations. The only concession QAHS can make with assessment for term or semester reports (and which is not an IBO assessment item) is outlined below:
QAHS assessment deadlines are to be strictly observed. Should a student not meet an assessment deadline, the assignment, draft, report, test, quiz or any other assessment item will not be graded. The assessment item should still be submitted so that students can still receive feedback on their work to enable continued improvement towards achievement in IBO Internal and final examinations.
Should students experience technical difficulties that mean an assessment item is late for submission, they must present their tablet to a QAHS Technical Officer for possible retrieval of their work. Students are advised to not leave submission of their work to the last minute to avoid such possibilities as retrieval of work is not always possible. If the work cannot be retrieved, the assessment is considered a late submission and the "no grade" policy will be applied. The student may re-do the work and submit for feedback.

If a student is absent from school on the due day of any assessment (assignment, oral, test etc.), work can still be submitted online via MyQA or a medical certificate must be presented to the office in order for that assessment to occur and be graded.

In extenuating circumstances and at the discretion of the Principal, late submission of a QAHS assessment item may be considered for grading to contribute to term or semester reports. Cases will be examined on an individual basis. **Application in writing for an extension must be made before the due date to the relevant member of staff. Student Assessment Checklist and extension information can be located on MYQA student services page** https://myqa.community/homepage/6 **or in the student handbook.**

Extenuating circumstances
If there are any extenuating circumstances that may be considered for late submission of assessment that I am unaware of please contact me as soon as possible.
Kind regards,

Alita Lee
DEPUTY PRINCIPAL

QAHS ASSESSMENT EXTENSION APPLICATION

QUEENSLAND ACADEMIES
Bright Minds Brilliant Futures

All applications for extension must be submitted to the relevant Head of Department (HOD), 48 Hours BEFORE the due date of the Assessment Item in person.

All applications for extensions for assessment are to be approved by the relevant HOD.

Please be aware that there is no capacity for late submission to the IBO for IB Internal Assessment items.

Date:............................. GL..............................

Student Name:...Subject:...

Subject Teacher:...

Assessment Item:...

Published Due Date:..

Reason for application for Extension...................................

> **Submit form to HOD (or DP)**
> **Group 1: HOD Teaching & Learning**
> **Group 2: HOD Teaching & Learning**
> **Group 3: HOD Global Learners**
> **Group 4: HOD Science & Enrichment**
> **Group 5: HOD Science & Enrichment**
> **Group 6: HOD Teaching & Leraning**
> **IB CORE: HOD Teaching & Learning**

....

Medical Certificate or other certification attached: Yes / No (circle)

Parent Input:...

....

Parent Signature:_____ Date: _____

Teacher Input:...

....

Teacher Signature: _____

If the application for an extension is granted, what is the proposed new date for submission:

Date:_____.

HOD Approval: _____ Date: _____

Comment:...

❏ Copy to student   ❏ Copy to teacher   ❏ Copy to student file

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APPENDIX C
Academic Integrity Policy

The QAHS Assessment Policy has been developed in accordance with the QAHS Integrity Policy and the IB Diploma Program general regulations.

- All students and teachers have access to and receive explanation of the policy.

- All teachers receive training on implementation and monitoring of the policy.

- Students receive guidance on what requires referencing and how to do this on MyQA (Library resources)

- Students either sign the authenticity statement attached to each assessment submission or select the authenticity acknowledgement for MyQA submissions.

- Teachers provide further advice and guidance to students on implementation of the Academic Honesty Policy and the development of good academic research practices.

- The Academy utilises www.turnitin.com or Plagiscan as educational resources.

The Academy believes that through proactive teaching and learning and consistent and persistent practices that any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs

APPENDIX D
Inclusivity Policy

The QAHS Inclusivity Policy considers cases where assessment may be varied in accordance to the needs of students.

The process for applying for special consideration for IB assessment is as follows:

1. Written notice from a medical practitioner/external service provider, e.g. CYMHS identifies the condition(s) affecting the student and the educational adjustments/special considerations required

2. Parent submits notice to the Guidance Officer

3. The Guidance Officer arranges appropriate special considerations/ educational adjustments that will be required

4. The Guidance Officer prepares a summary of the documentation received from the medical practitioner/external service provider and distributes summary to teachers, outlining the educational adjustments/special considerations required

5. Student details are added to the Inclusive Access Arrangements list (a confidential document for staff, that includes student details that include special considerations/ educational adjustments)

6. Teachers ensure student receives inclusive access arrangements and support, as recommended

7. The Guidance Officer communicates with the student and teachers, to monitor the student's coping strategies and progress

8. The Head of IB & Pathways ensures **IB approved inclusive access arrangements are provided for all relevant examinations/assessments**, in adherence to the IB Policy. (see QAHS Inclusivity Policy for more details).

9. For adverse circumstances in IB examinations the Head of IB & Pathways ensures **IB approved mitigation measures are provided for all relevant examinations**, in adherence to the IB Policy. (see QAHS Inclusivity Policy for more details).

APPENDIX E
Assignments involving Business or other outside agencies

Consider:

1. Real life/real world activities are a valid and valuable educational tool.
2. On-going good relationships with the community, including government agencies and businesses, are important to the school.
3. Responding to requests for information from students involves the time of employees and therefore costs money.

In planning activities/assignments which involve students communicating and/or interacting with outside groups, these principles should apply:

(i) The details of the planned activity must be discussed with the Deputy Principal.

(ii) The Administration must be informed that the activity is taking place. (Phone calls seeking clarification etc are usually made to the Principal.) A copy of the task sheet will usually be sufficient.

(iii) In most cases, initial contact with the targeted outside agencies should be made by the teacher, either by letter or by telephone, explaining the project and seeking their support.

(iv) Be clear about the learning objectives of the project and avoid having students making unnecessary approaches to business. For example, if the major objective is to organise/ process/present information, then it would not be appropriate to have individuals or groups of students all collecting the information initially.

If the learning objectives do require approaches to business by students, the teacher must ensure that the students are well prepared (and usually rehearsed) before the approach is made.

(v) At the conclusion of the activity, all outside Agencies must be formally thanked, and if appropriate provided with any results/findings/outputs of the activity.

Appendix F
Ethical Guidelines for Conducting Research

1. **Experiments involving animals**
- Any planned and actual experimentation involving animals must be subject to approval following a discussion between teacher and student(s) based on the IB animal experimentation policy.

- Experiments involving animals must be based on observing and measuring aspects of natural animal behaviour. Any experimentation should not result in any pain or undue stress on any animal (vertebrate or invertebrate) or compromise its health in any way. Therefore experiments that administer drugs or medicines or manipulate the environment or diet beyond that easily tolerated by the animal are unacceptable. Experiments resulting in the death of any animal are unacceptable.

2. **Experiments involving humans**
All research undertaken by students must adhere to the IB ethical guidelines for human research outlined below:

- Any experimental study that creates anxiety, stress, pain or discomfort for participants is not permitted. Experiments involving deception, conformity, obedience, or any other form of harm are not

permitted. The experiment must be appropriate to the sensitivities of the particular school, community and country.

- Any experimental study that involves unjustified deception, involuntary participation or invasion of privacy, including the inappropriate use of information and communication technology (ICT), email and the internet, must be avoided. There may be rare occasions when such infringements cannot be avoided, in which case the approval of other experienced psychologists should be sought before proceeding.
  - o Partial deception may be allowed for some experiments where full knowledge of the experiment would fundamentally affect the outcome—such experiments are permissible provided they do no harm and participants are fully debriefed at the end. Participants retain their right to withdraw their data at this point. The only exception is a conformity or obedience study; these are not permitted under any circumstances. The teacher should be ready and willing to explain why conformity and obedience experiments are not appropriate for students at this level of study.
- Consent must be explicitly gained from participants through the use of a consent form. Implied consent is not acceptable.
- All participants must be informed of the aims and objectives of the experiment.
- All participants must be informed before commencing the experimental study that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation.
- Young children (under 12 years) must not be used as participants as they cannot give informed consent. Experimental studies involving older children (from 12 years up to 16 years) need the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where an experimental study is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed even after the experiment has finished.
- Participants must be shown the results of the research and if reasonable deception was involved, the participants must have the deception explained and justified to them.
- Teachers and students must exercise the greatest sensitivity to local and international cultures.
- Students must not conduct research with any participant who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress or pain at any stage of an experimental study, the investigation must finish immediately, and the participant must be allowed to withdraw.
- All data collected must be kept in a confidential and responsible manner and not disclosed to any other person.
- Data must not be used for purposes other than that agreed to by the participants.
- Students must regard it as their duty to monitor the ways in which their peers conduct research, and to encourage public re-evaluation of any research practices that breach these guidelines.
- Experimental studies that are conducted online are subject to the same guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the conduct of the experimental study.
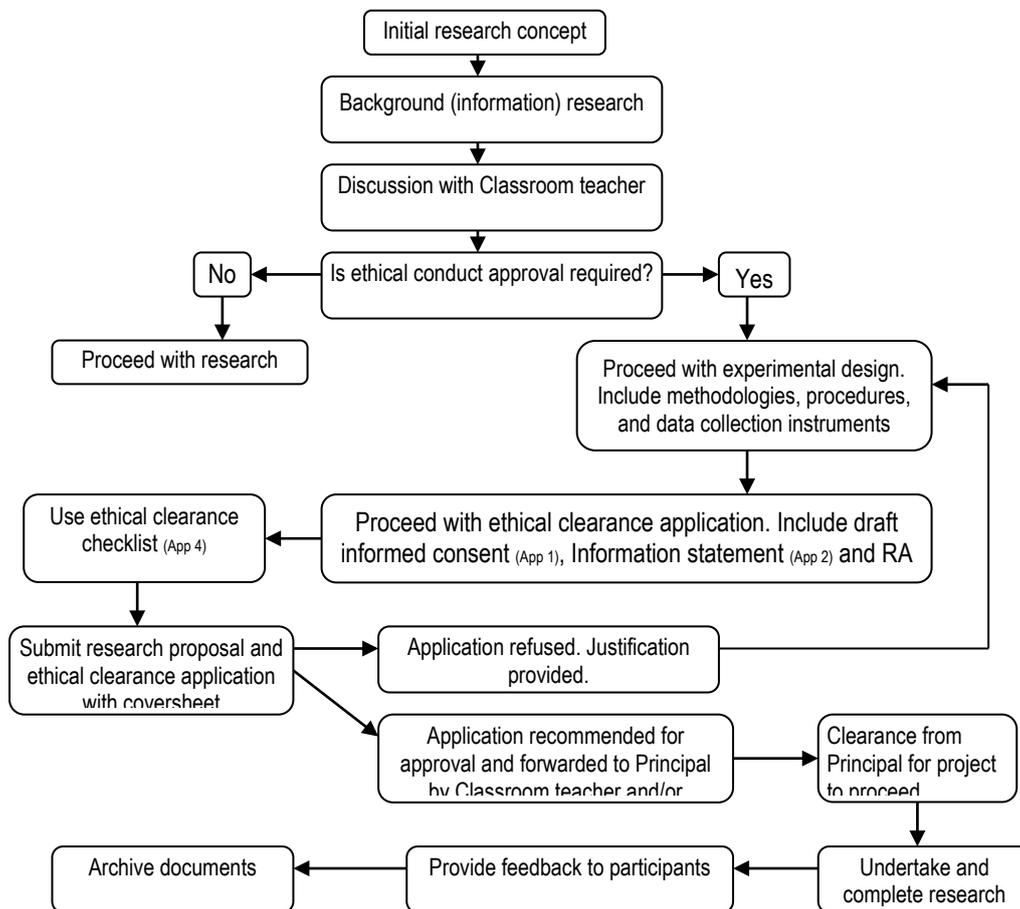
Approval for research involving human subjects:
(See QAHS Guidelines for the Ethical Conduct of Research Involving Humans for full details.)

Any research involving humans or human tissues must be approved. All applications must:

- set out timeframes;

- provide a summary of the research proposal;

- clearly state the methodologies being used;

- outline the dynamics of the required participants (numbers, selection justification);

- justify any required data sources;

- provide copies of all data collection instruments (e.g. questionnaires, surveys, experimental design);

- provide sufficient detail to enable an assessment of the safety of participants

- provide sufficient detail to assess information security and privacy – how data will be managed to provide security, confidentiality and privacy (e.g. that individual survey responses will not be reported, and they will not be identified in any report);

- provide a copy of the proposed consent form and information statement. Researchers should communicate the aims of the research project as clearly as possible to the participants (and their guardians), and appropriate representatives of institutions. Researchers should be sensitive to the first language(s) of the research populations and how this might affect communications with the research subjects (IBO 2008);

- be approved by the classroom teacher; and

- be approved by the Principal.

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                    ┌─────────────────────────┐
                    │ Initial research concept │
                    └────────────┬────────────┘
                                 ▼
                 ┌──────────────────────────────────┐
                 │ Background (information) research  │
                 └─────────────────┬──────────────────┘
                                   ▼
                 ┌──────────────────────────────────┐
                 │ Discussion with Classroom teacher │
                 └─────────────────┬──────────────────┘
                                   ▼
    ┌────┐   ┌──────────────────────────────────────┐   ┌─────┐
    │ No │◄──│ Is ethical conduct approval required? │──►│ Yes │
    └─┬──┘   └──────────────────────────────────────┘   └──┬──┘
      ▼                                                     ▼
┌───────────────────┐                    ┌─────────────────────────────┐
│ Proceed with      │                    │ Proceed with experimental   │
│ research          │                    │ design. Include             │
└───────────────────┘                    │ methodologies, procedures,  │
                                         │ and data collection         │
                                         │ instruments                 │
                                         └──────────────┬──────────────┘
                                                        ▼
┌─────────────────────┐      ┌──────────────────────────────────────────┐
│ Use ethical         │◄─────│ Proceed with ethical clearance            │
│ clearance checklist │      │ application. Include draft informed       │
│ (App 4)             │      │ consent (App 1), Information statement     │
└──────────┬──────────┘      │ (App 2) and RA                            │
           ▼                 └───────────────────────────────────────────┘
┌─────────────────────┐      ┌──────────────────────────────┐
│ Submit research     │─────►│ Application refused.          │
│ proposal and        │      │ Justification provided.       │
│ ethical clearance   │      └──────────────────────────────┘
│ application with    │
│ coversheet          │      ┌──────────────────────────────┐  ┌──────────────────┐
└──────────┬──────────┘      │ Application recommended for   │  │ Clearance from   │
           └────────────────►│ approval and forwarded to     │─►│ Principal for    │
                             │ Principal by Classroom        │  │ project to       │
                             │ teacher and/or                │  │ proceed          │
                             └──────────────────────────────┘  └────────┬─────────┘
┌──────────────────┐   ┌──────────────────────────────┐  ┌──────────────────┐
│ Archive          │◄──│ Provide feedback to           │◄─│ Undertake and    │
│ documents        │   │ participants                  │  │ complete         │
└──────────────────┘   └──────────────────────────────┘  │ research         │
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Pathway for approval for the human research at Queensland Academies Health Sciences.

Related policies and documents

- QAHS Inclusion Policy
- QAHS Academic Integrity Policy
- QAHS Guidelines for the Ethical Conduct of Research Involving Humans
- IB Animal Experimentation Policy 2009
- IB Psychology Guide 2017, (Ethical Guidelines pp 70-71)
- IB Assessment Principles and Practices – Quality Assessments in a Digital Age
- IB Diploma grade descriptors (for use from December 2017)
- IB From Principles into Practice (DP)
- IB Subject guides (DP)
- IB Assessment procedures
- IB Conduct of examinations (DP)
- DET Guidelines for Conducting Research
- DET Standards for Ethical Research Practice (2020)

Policy endorsed: March 2021
Policy updated: March 2024