



Mount Gravatt State High School

2023 Assessment Policy

Student Values & Beliefs

Active Citizenship	Characteristics Proactive learning Critical and creative thinkers Global perspective and sustainability	Belief Statements: I believe that being proactive in my learning by being motivated to learn, taking responsibility, showing initiative and managing my time appropriately, will allow myself to take control of my learning and develop life-long learning habits. I believe critical and creative thinking will help me to become an active citizen who can inspire and innovate. I believe that if I have the skills to inspire and innovate, I can shape and define the future and value my role in a diverse society.
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1.0 Expectations about Engaging in Learning and Assessment

- MGH is responsible for developing learning experiences that align with syllabus objectives and provide students with opportunities to develop appropriate assessment responses.
- As teachers at MGH we are committed to engaging in agreed consistent moderation processes to ensure consistency in the application of standards across all subjects and year levels (see moderation process attached).
- Students are expected to engage in learning in the subject or course of study including all course objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

2.0 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 individuals or to a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding in Year 7 – 10 & Unit 1 & 2 may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

Scaffolding in Unit 3 & 4 may include:

In Year 12 scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description.

- providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument.
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument.
- providing prompts and cues for students about the requirements for their response.

3.0 Feedback

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

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. It helps the student understand where and how they are going, and where they need to go next.

Features of effective feedback

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. 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.

Effective feedback is:

- 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
- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practice self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

4.0 Drafting

A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work. At MGH we have an expectation that **ALL** students provide a draft for assignment work (**see process for managing draft submission**).

Drafts may be created in a variety of formats and modes:

- a student prepares written drafts when developing a response to the topic and submits the final draft for teacher feedback.
- a student presenting a spoken task practices their speech in class and receives feedback on this draft response.
- students practice a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Before submitting a close-to-final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. Checkpoints may be subject to peer review, discussion, or teacher review, as appropriate.

Providing feedback on the draft response

Teachers provide feedback on **ONE** draft only. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Providing feedback is a consultative process, **not a marking process**. Feedback on a draft must not compromise the authenticity of student work. The feedback may vary depending on the nature of the task and may include suggestions such as:

- Consider other aspects of the text, report, performance or activity.
- Develop the response to show more awareness of the intended audience or purpose.
- Rearrange the sequence and structure of the response to prioritise the most important points.
- Investigate further to expand the response.
- Synthesise the response by editing or removing excess information.
- Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- Adhere more closely to the referencing style required by the task.

5.0 Managing Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length.

Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements. This information is provided to:

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

Strategies for managing response length

At MGH we implement strategies for proactively managing response length before assessment it is submitted as well as strategies for managing the marking of responses that exceed the required length. **Students need to be made aware of these strategies and how and when they may be implemented.**

Before the assessment is submitted

MGH teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions by doing the following:

- develop valid assessment instruments of suitable scope and scale that align with syllabus requirements.
- implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments e.g.
- provide examples of assessment responses within the required response length (word length (including short response and extended response exam questions), duration of time or page count)
- explicitly model how to create a draft and edit a response to an assessment in the required mode
- provide students with feedback at checkpoints and on the draft if the response does not match the required length
- give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions.
- ensure students understand the guidelines around managing response length in assignments and exams.

After assessment is submitted

After a student has submitted the assessment item on or before the due date and has exceeded assessment conditions for response length the following strategies are used:

Exams:

- mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. This includes responses that exceed line limits on exam responses, for example written in margins or over the page
- annotate what has been used to make the judgment on the exam question.
- inform the student of the adjustment.

Assignment:

- prior to marking the response allow the student to redact the response to meet the required length before a judgment is made on the evidence in the student response.
- annotate the student response to indicate the evidence used to determine the result.

Note: that when marking student responses, you cannot penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result. Once the above technique/s has been applied you are to award the grade accordingly.

Confirmation samples (Unit 3 & 4 only)

When preparing samples for confirmation schools must clearly indicate the strategy implemented when a sample exceeded the response length. They may:

- submit only the evidence in the student response used to determine the provisional mark per criterion
or

- annotate the student response to indicate the evidence used to determine the mark.

Determining word length/ time limit of a response

Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

Specific information regarding what is considered in response length can be found in subject specific syllabi for Senior Subjects. For Year 7 – 10 subjects refer to the QCAA subject specific Assessment Techniques and Conditions.

6.0 Managing Absences due to Illness and Emergent Family Circumstances and Applying for an Access and Reasonable Adjustment (AARA).

This section applies to students in all year levels. The items in *italics* only apply to students completing Year 11 & 12.

- The Principal is the school's chief moderator of curriculum and assessment and is guided by Education Queensland and the QCAA's *QCE & QCIA Policy and Procedures Handbook* processes for credit of student work.
- MGH Assessment and Course Planners will be published on a term/semester basis in OneSchool providing due dates for submission of draft and final submission of assessment items, exams and in class assessment.
- Students are guided, reminded, monitored and expected to organise their study and assessment calendar accordingly to ensure they are equipped to manage their assessment obligations. Students are expected to develop responsibility and accountability for meeting all due dates for draft and final submissions.
- Students are required to observe Assessment Task Sheet instructions and procedures to submit their assessment items in **hard copy or electronic format** no later than the lesson/time on the due date unless otherwise specified by the classroom teacher.
- Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for an Application for an AARA.
- Students whose ability to attend or participate in an assessment is adversely affected by illness or an emergent family circumstance **may** be eligible for an AARA. The following principles apply.
 - The illness or circumstance is unforeseen and beyond the student's control. An adverse effect must be demonstrated.
 - The situation cannot be of the student's own choosing or that of their parents/carers, such as family holidays, driving tests, meeting relatives at the airport, birthdays, etc.
 - For assignments the student **MUST have submitted a draft** of the assignment prior to applying for an AARA.
 - The school implements special provisions (*principal-reported AARA*).

Where it is not possible for a student to complete an assessment item due to Illness and Misadventure, then the QCAA's Illness and Misadventure policy would apply and application would be made managed by the Guidance Officer.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

NB. An AARA is applies to the final assessment submission only and is not required for draft work.

6.1 Managing an absence on the day an assessment is due or an exam is scheduled

Absences relating to illness and emergent family circumstances are the only basis for this policy. Absences due to other matters will result in the assessment item being treated as a Non-Submission.

Where a student is absent the day an assessment item is due:

- The student should submit the assignment electronically to the Teacher and Deputy Principal or parent/relative delivery to the office by 8:30am or at a time prearranged by the teacher. In such cases, an Application for AARA is not required.
- If illness or emergent family circumstances prevent the assignment being submitted by the due time an Application for an AARA will be required. A justifiable and valid reason for not submitting will need to be evident. This will be granted on the provision of a draft having previously been submitted.
- If the absence on the day the assessment is due has been preceded by a number of consecutive absences due to illness or emergent family circumstances, then an Application for an AARA is required.
- If a student is absent the day an exam is scheduled due to illness or emergent family circumstances, an Application an AARA will be required. *The student will sit an alternative comparable assessment that has not previously been administered to students in the subject cohort on a date determined by the school.*

Year 7 - 9

An **AARA application for Year 7 – 10 students** is to be made via the school website under Quick Links (download the form and email to AARAYr7-10@mtgravattshs.eq.edu.au with a medical certificate attached, if applicable).

In the case of **illness**:

- parents are to provide details explaining the illness on the AARA Application form if a medical certificate from a GP or Specialist is available please attach.
- In the case of **emergent family circumstances** such as serious and sudden family disruption or event information, details explaining the event is to be included on the AARA Application form. The application will be **processed by the relevant Sub School HoD**.
- More information may be requested, consultation with the Teacher and/or Head of Department may be required.
- The duration of the certified medical condition and impact on the student's capacity and ability to complete and submit an assessment item will be considered in context of attendance up to and including the day of absence.
- A response will be sent via email to the student, parent, teacher and Head of Department within 48 hours. This will be recorded by the relevant approver on OneSchool under Support Provisions.
- The response will indicate whether the application has been **approved or not approved**. The response will also include instructions for the submission of the task or completion of the exam. Students need to be prepared to submit the task/complete the exam on their first day back at school unless otherwise prearranged with Subject HoD.
- An Application for an AARA is **not** required for draft work. If this occurs, please submit the draft on time electronically or discuss with your teacher **prior** to the absence. See flow chart for managing draft submission.

Year 11 & 12

An **Application for a Principal Approved AARA for Year 10 - 12 students** is to be made via the school website under Quick Links (download the form and email to AARAYr11-12@mtgravattshs.eq.edu.au with a medical certificate attached.

In the case of illness:

- a medical certificate from a GP or Specialist is required; or
- In the case of **emergent family circumstances** such as serious and sudden family disruption or event information, details explaining the event is to be included on the Application for the Principal Approved AARA form.

- Short term AARA arrangements will be processed by the Sub School HoD for long standing AARA arrangements these will be **processed** by a Guidance Office.
- For assignments the student **MUST** have submitted a draft of the assignment prior to applying for an AARA.
- More information may be requested, consultation with the Teacher and/or Head of Department may be required.
- The duration of the certified medical condition and impact on the student's capacity and ability to complete and submit an assessment item will be considered in context of attendance up to and including the day of absence.
- A response will be sent via email to the student, parent, teacher and Head of Department within 48 hours. This will be recorded by the relevant approver on OneSchool under Support Provisions and uploaded to the QCAA Portal.
- The response will indicate whether the application has been **approved or not approved**. The response will also include instructions for the submission of the task or completion of the exam. Students need to be prepared to submit the task/complete the exam on their first day back at school unless otherwise prearranged with Subject HoD.
- *A Principal Reported AARA will need to be submitted to the QCAA for students completing Year 11 & 12.*
- An Application for AARA is **not** required for draft work. If this occurs, please submit the draft on time electronically or discuss with your teacher **prior** to the absence. See flow chart for managing draft submission.

6.2 Non-Submission of written/spoken assessment/exams (where a student has not applied, or has not been approved for an AARA)

- It is essential students make progress towards the completion of an assessment item. Teachers may only make judgements in relation to student achievement on an assessment item where there is sufficient evidence of student work by the due date/lesson to award a result.
- Not submitting means the student provides no evidence to support a result for the assessment item by the due date/lesson. A result will be recorded as a Non-Submission on the student's assessment profile unless,
 - For assignment work, in the absence of a final submission, teachers will use draft work previously submitted to award a result.
 - In the absence of draft work, work completed by the student and evidenced by the teacher will be used to make a teacher judgement to award a result.
 - In the case of oral or media presentations preparatory student work, including draft work submitted, and evidenced by the teacher will be used to make a teacher judgement to award a result. *In the case of Year 11 and 12 for teachers to make a judgement and award a result in a spoken or digital mode there needs to be evidence of students presenting in this mode. A script **cannot** be used to make judgements in this instance.*
- Where an Application for an AARA has not been sought or approved for Exams/in-class tasks/reports/practical work, the student will be required to complete the task at the direction of the Head of Department for the purposes of providing the student feedback on progress.
- **In making decisions on the awarding of a grades we work to support a students' success. This may include an application of strategies for students with unique learning needs. HoDs may consult with the relevant Case Managers and Deputy Principal in making these decisions and awarding of final grades.**
- *A Non-Submission by a student completing Year 11 & 12 Units 1 – 4 will result in the student being referred to the Deputy Principal (Senior School) and may result in the student being withdrawn from the subject. Where there is no evidence of a response to a summative internal assessment on or before the due date a subject result cannot be allocated. This may place the student at-risk of not receiving the QCE or ATAR. **In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to *each* of the summative internal assessments and the external***

assessment for the subject. For Year 11 and 12 students the Deputy Principal will consult with the Guidance Officers and/or Head of Department in considering the circumstances around the late submission.

6.3 Applications for extensions where a student is present on the day an assessment is due or an exam is scheduled

- The application for extension must be sought prior to the due date using an AARA Application form. Applications made on the due date will be considered on a case by case basis.
- The Sub School HoD will consult with the Guidance Officers and/or Head of Department in considering the application for extension.

6.4 Managing a part day absence on the day an assessment is due or an exam is scheduled

- Students arriving **late to school** before or after the lesson in which the assessment was due will be referred to a Deputy Principal by Student Services if available. If unavailable the Deputy Principal will be emailed. The Deputy Principal will inform the teacher and Head of Department of what action to take as soon as possible regarding the submission.
- The student will submit the assignment to the teacher and/or complete the presentation, exam or practical exercise at the direction of the teacher.

An Application for an AARA, following the procedures and conditions set out in 6.1 will be required.

- Students will receive credit for the assessment item where the Application for an AARA is approved.
- Where the Application for an AARA is not approved, the assessment will be treated as a Non-Submission.

Students **departing school early**, for any reason including illness, after arriving to school on time and where the assessment item is due later in the day:

- must submit the completed assessment item or other evidence such as notes or drafts and/or make alternative arrangements for completing oral presentations, exams or practical exercise with the Head of Department
- An Application for an AARA is NOT required if the assessment item was submitted

6.5 Managing a late arrival to a scheduled exam

- Students arriving **late to an exam** in the lesson in which the exam was due to start are to complete the exam in the time remaining and will not be granted the indicated perusal or planning time.
- In cases where a student arrives late to an exam due to circumstances beyond their control. For example transport, illness, family circumstances etc the student should be granted the full amount of exam time allocated including planning or perusal time. If this can be supervised within the time frame of the scheduled exam this should be completed at this time.
- If the above is not possible the student will need to sit a comparable task (Year 12 only) and apply for an AARA as per section 6.1. The time and supervision for the comparable task is to be negotiated with the HoD, teacher and student.
- The parent, HoD and Deputy Principal are to be notified of the students' late arrival and is to be recorded as a contact in OneSchool.

6.6 Comparable Tasks – Year 12 Only

- A student who misses a scheduled exam and has an approved AARA is required to sit a comparable task.
- Comparable tasks are created in the portal for subject HoD approval. They **do not** require endorsement.

- A comparable task is to be administered as soon as possible following the original exam with consideration of the AARA approved date.

7.0 Understanding Academic Integrity

Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity. MGH is responsible for fostering a learning environment that encourages mutual trust and respect. In doing so, we develop processes for teaching, learning and assessment, we:

- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment
- consistently apply policies and teaching strategies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school’s expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers

7.1 Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. MGH uses proactive strategies to minimise opportunities for academic misconduct.

The types of misconduct and examples listed in the table below are not exhaustive.

Table: Common types of academic misconduct, with examples

Type of misconduct	Examples
Cheating while under supervised conditions	A student: begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on their body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, coded messages, making gestures or sharing equipment with another student.
Collusion	When: more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment.

Copying work	A student: deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during a supervised assessment copies another student's work during a supervised assessment.
Type of misconduct	Examples
Disclosing or receiving information about an assessment	A student or other person: gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (work that is not their own may include another person's or artificial intelligence generated text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

7.2 Proactive strategies to manage academic integrity and establish authorship

Teachers promote academic integrity by developing students' skills and modelling appropriate academic Practice and have effective teaching and learning processes for assessment cycles to promote monitoring of student progress and ownership while mitigating plagiarism. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements. Accurate judgments of student achievement can only be made on genuine student assessment responses.

Proactive strategies to establish authorship of final responses should include:

- **Clear Expectations:** Establish clear expectations for assignments and academic integrity.
- **Student Progress Monitoring:** Monitor student progress throughout the assignment by setting clear checkpoints and milestones. This can be done through in-class check-ins, individual meetings, or online tools such as OneNote. Where possible, utilise class time and online tools to monitor individual student progress on tasks. This process could be documented using an authentication record, checklist or photographs.
- **Peer Review:** Incorporate peer review as a draft stage in the assignment process. This can help students receive feedback on their work from classmates and identify potential plagiarism.
- **Checkpoint/Drafts:** Require students to submit,
 - where appropriate a checkpoint early in the timelines showing their approach to the task
 - a draft of their assignment.
 - where appropriate other copies of the task to document progress.

This can help identify potential plagiarism and provide opportunities for students to receive feedback and revise their work before the final submission.

Referencing: develop and decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students. Have students sign a declaration of authenticity on their final response.

Plagiarism Detection: Utilise plagiarism detection software to check for potential plagiarism in student work. This can provide an additional layer of oversight and ensure that students are submitting original work. At the end of the assessment cycle when assessment items are submitted there may be “flags” that appear to discuss with your HoD and investigate.

These flags include:

- Turnitin percentage and text highlights.
- Websites such as ChatGPT appear to always use American spelling of words.
- Unusual or clunky phrasing could be due to the use of a paraphrasing tool.
- A significant or complete re-write from the submitted draft.
- Student submitting work not evidenced at any time in the cycle.
- Student submitting work that is completely different from their checkpoint/draft that the teacher has never seen.

Where you have doubt or concerns, please refer to your HoD. You may also ask the teachers of the same subject to also read the student work, after marking their own, to see if anything is familiar

7.3 Managing plagiarised assessment submission.

- If a teacher suspects a student has plagiarised a piece of work. Meet with the student to ascertain authorship. Use the evidence as per the above to support your judgment. Teachers should communicate this outcome with their HoD.
- If you are able to ascertain that all or part of the students’ work is plagiarised. The effect upon the student’s work is to have the plagiarised material disregarded with only the original work remaining judged against marking guides for credit (if any) to be awarded.
- If it is ascertained that the entire work is plagiarised the student will be either be awarded a Not Rated for the assessment or be made to resubmit the assessment. This decision is at the discretion of the HoD and Deputy Principal.
- Parents are to be contacted if the above process is required.



MOUNT GRAVATT HIGH SCHOOL AARA PROCESS

Student is going to miss or has missed assessment deadline or scheduled exam

Need for Access Arrangements and Reasonable Adjustments

Parent/student apply for AARA (before assessment date if possible) by completing:

- relevant AARA forms online on school website under Quick Links and emailing to relevant email
- for illness/injury, a medical certificate must be attached to email
- For Assignments, a Draft copy must also be attached

YEAR 7 – 10

- Email received by relevant Sub School HOD & DP
- Sub school HOD to process and send to relevant HOD, teacher and student.
- Sub school HOD to upload to OneSchool - Master Provisions
- Refer to DP & GOs if reason is a MH Plan or chronic condition requiring ongoing support.

YEAR 11 AND 12

Email received by SS HOD & DP

YEAR 11 – Unit 1 & 2

Principal Approved AARA

- SS HOD to process and send to relevant HOD, teacher and student
- Upload approved AARA to QCAA Portal (does not require QCAA approval)
- Refer to GOs if reason is a MH Plan or chronic condition requiring ongoing support.

YEAR 12 - Unit 3 & 4

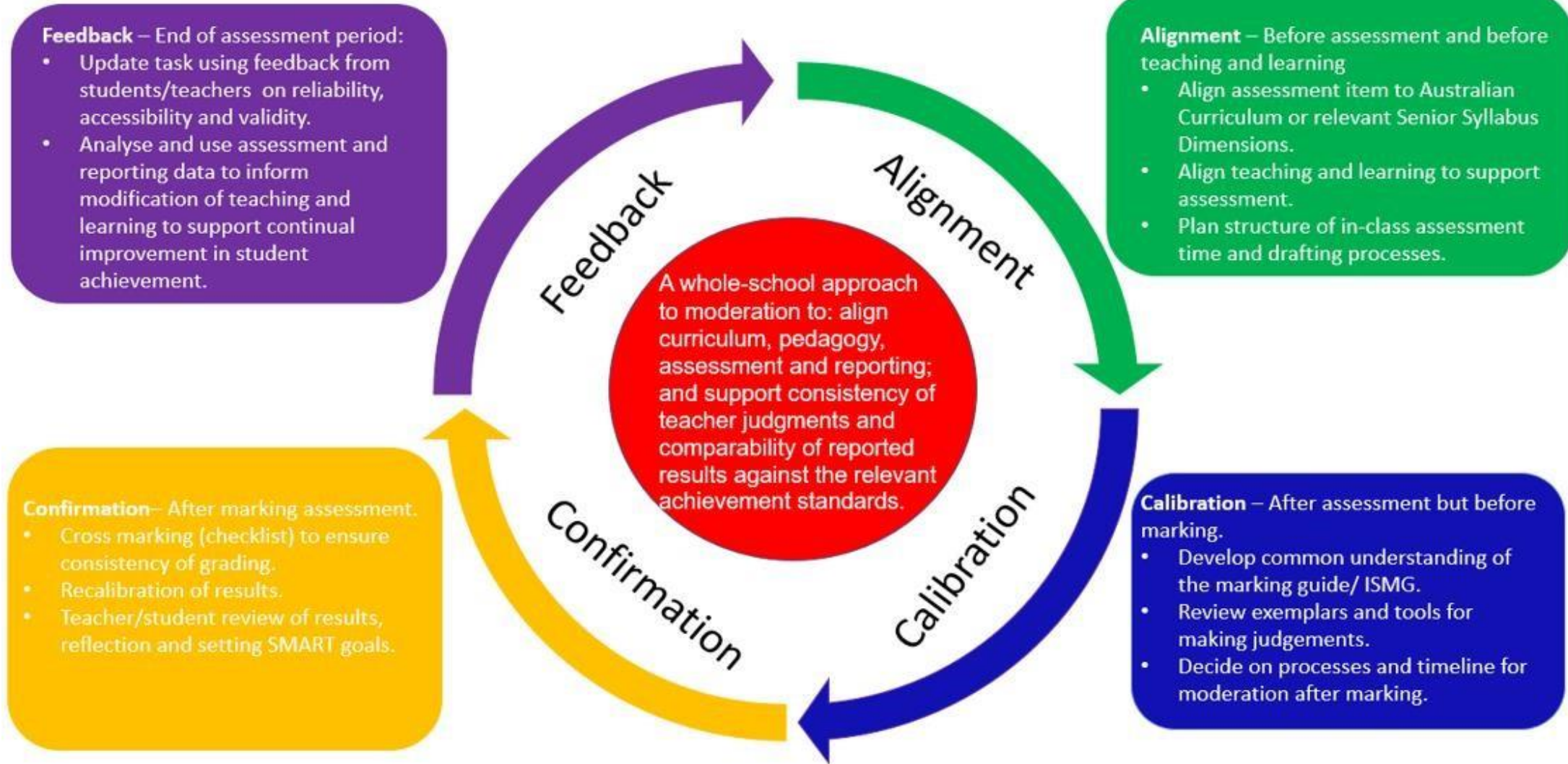
Principal Approved AARA (**see notes*)

- SS HOD to process and send to relevant HOD, teacher and student
- Upload AARA to QCAA Portal (does not require QCAA approval)

QCAA Approved AARA (**see notes*)

- Processed by GO's or Kevin Lee (Case manager)
- Uploaded on to QCAA Portal
- DP to submit to QCAA
- DP to inform HOD, teachers, student and parent of decision when decision letter received

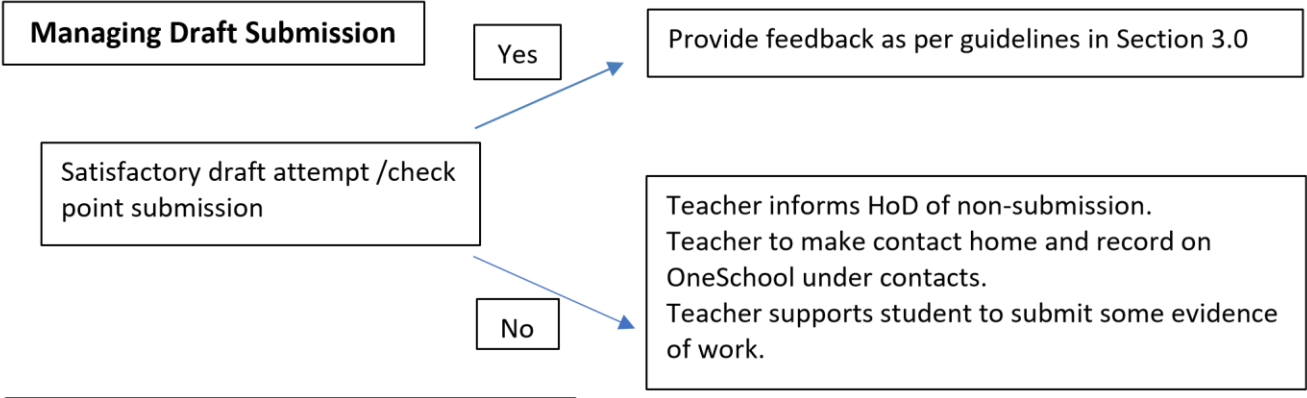
Whole School Moderation Process





Mount Gravatt High School – Assessment Policy Flow Chart

Note: The below should be considered in reference to specific aspects outlined in detail in the Assessment Policy.



AARA Application process not required for draft work

Managing Final Assessment Submission

