



Assessment Policy and Procedures

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YEPPOON STATE HIGH SCHOOL

Together we succeed

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1.0 Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

2.0 Aims of the Policy

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Encourage the participation and engagement of students in their learning and assessment
- Enable the provision of valid teaching, learning and assessment
- Provide guidelines and information to all staff about expectations and their roles and responsibilities
- Provide information to students about expectations for assessment and their responsibilities
- Ensure consistent practices are used across all subjects within the school

3.0 Communication Protocols

A copy of the Yeppoon State High School Assessment Policy will be available for parents and students on the school website.

Communication of the YSHS Assessment Policy to the community will occur through the following mediums:

Parents:

- Facebook post at start of school year to inform location on school website

Students:

- Year level induction at the start of the year to review assessment policy
- Staff will communicate assessment protocols during class time

Staff:

- Review of Assessment Policy at the commencement of the school year

All outgoing communications should be timely, direct and transparent, and make use of the appropriate medium to achieve these outcomes. Amendments to the YSHS Assessment Policy will be communicated to families, students and staff in a timely manner through Facebook, school website, year level assemblies and staff meetings.

4.0 Purpose of Assessment

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

Assessment information has multiple uses, including:

Feedback to teachers, such as

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance

Feedback to students and parents/carers that gives

- clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
- evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

5.0 Principals and attributes of assessment

The following principles form the foundation of beliefs about assessment practices at Yeppoon State High School.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learned and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable or repeatable.

6.0 Assessment Techniques May Include:

Assessment techniques	Purpose
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.
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.
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.

7.0 Responsibilities - Assessment

7.1 Teachers

- In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.
- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers will be responsible for reading the Reasonable Adjustments as outlined in the Personal Learning Record on oneschool.
- Teachers are responsible for informing parents at draft date when students do not provide work to support a judgment of achievement and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.
- Teachers are responsible for informing HOD when student does not submit final copy.
- Teachers will liaise with Curriculum Head of Department to determine expectations regarding student profiles and the storage of student work (drafts and final copies)
- Consult yearly assessment overview (available on school website) and Head of Department Junior/Middle/Senior School to ensure excursions/camps or other school activities do not interfere with assessment schedules

7.2 Heads of Department

- Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment in years 7 – 12.
- In years 11 and 12, the YSHS leadership team and the QCAA are responsible for quality assessment items; ensuring all assessment is valid, clear and fair, meets the QCAA directives for assessment and submission of student results.

7.3 All Students

- All students are responsible for submitting both draft and assessment items on or before the due date, where applicable.
- All procedures surrounding the completion of assessment must be followed.
- All students are responsible for arriving on time on the due day for examinations, unless access arrangements and reasonable adjustments have been formally arranged beforehand.
- All students must show academic integrity.
- Students completing School-based Traineeships or external certificate courses are required to organise time off with their employer, to ensure they attend all scheduled school examinations and assessments.
- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made to the school office (Year 7-9) or library (Year 10-12). Students submitting an extended written response in Year 10-12, must also submit their assignment through Turnitin. Students are required to sit exams in the office on the scheduled date of the exam. A notice of assessment requirements will be sent out by the staff member who has issued the suspension to indicated assessment tasks, due dates and submission requirements (See Appendix 1).

7.4 Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Communicate with teachers to discuss or clarify assessment task requirements
- Submit Request for Access Arrangements and Reasonable Adjustments to the Head of Department Junior/Middle/Senior School relating to the difficulties of assessment task completion and provide documentary evidence where necessary. Request for Access Arrangements and Reasonable Adjustments form can be found on the school website.

8.0 Examination

8.1 Attendance at Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams as scheduled.

If a student is absent on the due date of an exam, a medical certificate or statutory declaration will be needed upon the student's return (Year 10-12), in conjunction with a Request for Access Arrangements and Reasonable Adjustments Form. Once the AARA request form has been approved, the student will complete assessment on the revised date.

Non-compliance with AARA process will be actioned as a non-submission of assessment. See Non-submission of assessment p.14-17.

Students in Years 7-9 who are absent on the due date for a scheduled exam will be required to complete the exam upon return to school.

8.2 Examination Equipment

Approved equipment includes but is not limited to:

- Blue or black pens, 2B pencils, highlighters
- Ruler, slide rule
- Eraser
- Calculator (check with HOD regarding specifications)
- Tinted glasses, magnifying glasses, earplugs
- Water in plain unlabelled container
- Equipment allowed as a QCAA-approved reasonable adjustments.

Non-approved equipment includes but are not limited to:

The following items must **not** be taken into the examination room:

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, earphones (unless approved through medical certificate), smart watches
- Extra paper, books or manuscripts
- Food, unless allowed as per Reasonable Adjustments or AARA.

8.3 Conduct During Examinations

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others should be warned by the test administrator. Students who disrupt again will be removed from

the exam, and sent to Buddy room. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student was asked to leave.

If a student is removed from the examination, this disruption or non—compliance will be recorded in OneSchool as a Major Behaviour Incident, and the student will be issued a consequence in accordance to the Yeppoon State High School Student Code of Conduct.

8.4 Late Arrival to Examinations

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

8.4.1 Years 10 – 12

No extra time to complete the exam is granted if a student arrives late without the prior arrangement with the required documentation

8.4.2 Year 12 – Rules for External Assessment

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students. This information will be communicated through email correspondence from School External Assessment Coordinator to families and discussed on assembly.

8.5 Responsibilities – Examinations

8.5.1 Staff

- Communicate to school staff and students the conditions and date and time of test

8.5.2 Students

- Arrive on time
- Come prepared
- Meet the behaviour expectations for conduct during exams

8.5.3 Parents

- Ensure your child has a good night sleep prior to the exam
- Support your child in preparation for the exam

8.6 Procedures: Internal Assessment - Examination Blocks

Appropriate Assessment for Examination Period

- Assessment requiring supervised conditions
- Exams requiring more than 70 mins
- Exams where test security between classes is of concern
- Assessment with special conditions or extended multi-modals may need to be timetabled during examination block

8.7 Responsibilities

8.7.1 Chief Invigilator: (Head of Department Senior School)

Before:

- Receive exams from teachers at least one week prior to the commencement of examinations
- Prepare boxes and materials for each exam one week prior to the commencement of the exam
- Store exams safely until the due date
- Ensure a safe place for student bags and equipment
- Ensure clocks are available and visible
- Ensure materials required for the exam are present and correctly arranged in the room, including:
 - Desks
 - Chairs
 - Note paper
 - Exam booklets
 - Specific stationery for the exam (e.g. White out, rulers, calculators, etc.)

During:

- Start and finish exams
- Record times and progress on clearly visible boards
- Note key time markers: ½ time elapsed; 30 minutes remaining; 10 minutes remaining etc
- Monitor invigilators
- Contact parents/students absent from exams (text message, phone call, email)
- Complete appropriate OneSchool entries and referrals
- Liaise with administration regarding student behaviour

After:

- Collect and distribute completed exams
- Prepare for subsequent exams, store materials.

8.7.2 Invigilators:

- Be at examination room 10min prior to the exam commencement time
- Actively supervise student behaviour during the exam
- Assist Chief Invigilator to collect and organise papers

8.7.3 Teachers

- Ensure assessment pieces are to the chief invigilator one week prior to commencement of the examination block with names on the assessment pieces and in order.

8.7.4 Students

- Remain in the examination room for at least 45 minutes. Students may leave after this time, except in the final 10 minutes.
- Complete work to the best of their ability
- Attend exams in full school uniform (students not in uniform will not be permitted to complete the exam)

8.8 Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment on the date published on the QCAA website. School External Assessment Coordinator (SEAC) is responsible for communicating the external assessment dates with students and entering these dates on school calendar.

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.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

8.9 Responsibilities- External Assessment in Year 12

8.9.1 SEA Coordinators

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- Communicate to school staff, students and parents/carers the
 - External assessment timetable
 - External assessment student rules
 - Approved equipment list
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.
- Ensure students understand the External assessment student rules prior to the commencement of assessment.

8.9.2 Teachers

- Comply with and supervise external assessment according to the external assessment guidelines
- Allow a student suspected of academic misconduct to complete the external assessment
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
- Report an alleged incident of academic misconduct to the School external assessment (SEA) coordinator
- Adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Report incidents when they suspect or observe an act of academic misconduct by a student.

8.9.3 Students

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the:
 - External assessment timetable
 - External assessment student rules
 - Approved equipment list
- Attend external assessment in which they are enrolled.

8.9.4 Parents

- Read External assessment timetable and External assessment student rules on QCAA website
- Support students to participate in the external assessment in which they are enrolled

9.0 Assignments

9.1 Submission Details

- Tasks **must** be handed in with the task sheet.
- Hard copies of task sheets and assignments must be stapled when submitted.
- Drafts must be submitted and clearly titled **DRAFT**.
- The final copy must be clearly marked **Final Copy**.
- Font used should be clear and easy to read, and 10-12 in size. Acceptable fonts include **Garamond or Arial**. Line spacing should be 2x or 1.5. Do **not** use larger or more decorative fonts.
- The footer should include page number, assignment and name.
- The order of submission:
 - Task sheet
 - Final copy
 - Reference List
- The Reference List should be titled **Reference List**.

- When referencing is required, APA (American Psychological Association) referencing is the accepted form. (Appendix 3)
- Audiovisual recordings and files for Year 11/12 assessment only will be named as “Surname_First name_Subject_Task_File” (eg. Jones_Tom_MUS_IA2_Performance)

9.1.1 Years 7, 8, 9 all written assignments:

- Submitted to their class teacher in class on the due date
- In the event the class teacher is away ill or not present at class on the due date, the student must submit the assignment to the supervising teacher who will return these to the class teacher’s pigeon hole
- If student is absent on due date for assessment, students must submit their assessment to their teacher immediately upon their return to the school, with a note and/or phone call from the parent to justify the inability to submit on the due date. Failure to communicate absence by parent will result in student being marked on work produced prior to the due date.
- If a student requires an extension for an assignment (due to sickness/misadventure), the process for will involve the following steps:
 - Parent to contact the school to explain absences (evident in ID attend)
 - Teacher to speak to Head of Department to propose extension
 - Teacher to confirm decision regarding extension to the student and completes OneSchool contact confirming extension with student.

9.1.2 Year 10 – 12:

- All assessment will be submitted at the library as specified on the task sheet, either during breaks or by 3:15pm on the due date. If a student is absent on the day an assignment is due, QCAA procedures must be followed.
- If student is absent on due date for assessment, the student must follow the Access Arrangements and Reasonable Adjustments procedure if requesting an alternative due date. Failure to meet the requirements for an AARA will result in student being marked on work produced prior to the due date (if applicable).
- All word processed extended written tasks (Year 10-12) should be processed through Turnitin on or before the submission date. If the submitted task exceeds a 15% result for plagiarism it will be investigated. Students are required to submit a hard copy of the assessment task to the YSHS Library in addition to the one processed through Turnitin.
- When a written assignment is set the class teacher is responsible for submitting a copy of the class list off Oneschool to the School Librarian. This class list must be submitted to the library one week prior to the due date. This will be placed in a separate file for each teacher and filed in the library.
- Subject leader is responsible for setting up the assessment task on ID Attend, please ensure this is completed one week prior to the due date. Subject leader to also ensure a copy of criteria sheet is available for students to access on the student drive.
- Students are not permitted to use class time to submit assignments. Library staff will not accept assignments during class time, unless accompanied by the class teacher.
- On submission of the assignment to the library, students will receive an assessment submission slip confirming the date, time received, the name of the Assessment and the name of teacher who has set the assessment. This is the student’s verification that the assessment has been submitted. (A parent or another student is able to submit an assignment for another student if he / she is unable to do so on the due date - they will receive the assessment submission confirmation slip).

- The library staff will attach a confirmation of assessment slip to the assignment cover sheet and then place in the appropriate teacher file.
- Class teachers are able to collect written assignments directly from these files after 3.30pm on the due date.

9.2 Responsibilities – Assignments

9.2.1 Teachers

- Communicate to school staff, students and parents/caregivers: due date for assignment and submission requirements
- Be proactive in developing strategies to gather evidence about student achievement throughout the teaching, learning and assessment process. This may include
 - Establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. class work, drafts, rehearsal notes, photographs of work, teacher observations
 - Use of defined checkpoints to:
 - Clarify assessment expectations for students
 - Discuss progress towards the task completion
 - Help students develop strategies to submit assessment by the due date
 - Gather evidence on or before the due date
 - Provide points of intervention, if needed
 - Embed authentication strategies
 - Draft date must be at least one week prior to due date.
 - Feedback will be provided to students at least two school days prior to the due date.
 - Teachers are not expected to receive and provide feedback on drafts after the draft date. Teachers are not expected to draft student work (electronically) outside normal working hours.
 - Parent contact made through notice of concern process at draft date. Notification will be recorded in OneSchool and referred to the curriculum area HOD and HOD Middle School (Year 10 students) or HOD Senior School (Year 11/12 students)
 - If there are multiple students who have not submitted a draft, complete a multiple behaviour incident in OneSchool and refer only one student to HOD Middle/Senior School and curriculum area HOD in behaviour incident.
- Year 7-10 only: Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgements when, for example, a student:
 - Partially completes an assessment instrument.
 - Does not submit the assessment instrument by the due date.
 - Does not complete a scheduled assessment instrument.
 - Refuses to do an assessment instrument.
- Notify Curriculum Head of Department when assessment is not submitted on due date.
- Ensure students adhere to processes to maintain academic integrity of assessment

9.2.2 Head of Departments

- Intervene to avoid late submission or non-submission of student work
- Support teachers so that every effort is made to have students submit assessment tasks.

9.2.3 Head of Department of Senior School

- Initiate non-compliance procedures in the event of a second or subsequent non-compliance notification.

9.2.4 Students

- Adhere to checkpoint requirements in the assessment process
- Submit draft and final copy on time
- Adhere to submission requirements identified by teacher
- Ensure academic integrity is maintained at all times

9.2.5 Parents

- Support your child in preparation for the assignment submission

9.3 Non-submission of a student response

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 available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

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

- For subjects in year 7-10, an E cannot be awarded when there is no evidence for that standard.
- For Applied subjects, 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.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

School will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

In the case where a student does not submit an assessment task and there is no evidence (draft) to award a result, the school response process will be:

1. Teacher completes a OneSchool behaviour incident (category “Refusal to participate in a program of instruction”), and refer Subject area HOD and Head of Department Middle (Year 10)/Senior School (Year 11/12) into incident.
2. Subject area HOD collate class lists and informs Administration Officer (AO) of students, subject, task and due date.
3. AO sends email to families notifying of non-submit and academic outcome (See email template below). If family does not have an email address, SMS sent to family “Your child has failed to submit their [insert subject and assessment task] due [insert date]. Contact Head of Department [Middle/Senior] School to discuss academic penalty.
4. AO records contact on OneSchool stating “Email sent informing of family of failure to submit assessment task”.

Email template to be used by AO when notifying families of failure to submit assessment task (Year 10-12):

Dear parent/carer,

Your child has failed to submit their [insert subject and assessment task] due [insert date]. As a result, they will either receive a result based on classwork (draft submission) or a 'N' rating (to indicate not rated). The academic penalty for receiving a 'N' indicates that they have not have met the requirements of the course.

For students in Year 11 or 12, receiving a 'N' on this assessment task will have significant ramifications for eligibility for the Queensland Certificate of Education. Please speak to the Head of Department of Senior School for more information.

If your child was unable to complete the assessment due to illness or unforeseen circumstance on the due date of the task, they may be eligible for an extension. Please refer to the Yeppoon State High School website to access the Short Term AARA Form (<https://yeppoonshs.eq.edu.au/support-and-resources/parent-resources>) and submit this to the Head of Department Junior/Middle/Senior School as soon as possible.

Your sincerely,

(Name)
(YSHS Position)

Late submission of a student response years 7 – 9

When a student submits an assessment piece after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations (unless parent contact is made to confirm absence).

Email template to be used by AO when notifying families of failure to submit assessment task (Year 7-9):

Dear parent/carer,

Your child has failed to submit their [insert subject and assessment task] due [insert date]. As a result, they will either receive a result based on classwork (draft submission) or a 'N' rating (to indicate not rated).

If your child was unable to complete the assessment due to illness or unforeseen circumstance on the due date of the task, they may be eligible for an extension. If you would like to request an extension, please contact the Head of Department Junior/Middle/Senior School (insert Head of Department Junior/Middle/Senior name and email address) as soon as possible.

Your sincerely,
(Name)
(YSHS Position)

9.3.1 Late and non-submission of Senior Assessment

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects, a student must complete four summative assessments: three summative internal assessments and one summative external assessment.
- For Applied subjects, a student must complete four summative internal assessments.
- For Short Courses, a student must complete two summative internal assessments.

9.3.2 Non-submission of Senior Assessment

- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated

9.4 Notice of Concern Process

A 'Notice of Concern' is made to families to inform them of the failure of their student to submit an assignment draft, and potential consequences if the task is not submitted.

The 'Notice of Concern' process at Yeppoon State High School is as follows:

1. Student fails to submit sufficient draft on or prior to draft due date.
2. Teacher will:
 - a) Completes a OneSchool behaviour incident entry (under main behaviour category of "Defiance"). If there are multiple students who have not submitted a draft, teacher will complete a multiple behaviour incident in OneSchool and refer only one student to Head of Department Junior/Middle/Senior School and Subject area HOD in behaviour incident.
 - b) Contact student's family to inform them of the failure to submit a draft. Teacher to discuss with Subject area HOD most appropriate form of communication based on quantity of NOC to be made.

Notice of Concern text message

Dear caregiver, [Year level, subject] tasks are due Week X. Teachers are currently drafting student work to provide feedback. Currently your student has not completed a sufficient draft and this is a notice of concern regarding their potential achievement. You are welcome to contact your child's teacher to discuss. Thank you.

Notice of Concern email template

Dear parent/carer,

Your child has failed to submit a draft for their [insert subject and assessment task] due [insert date]. The final copy of this assessment task is due [insert date]. Failure to submit this assessment task will result in the student receiving a result based on evidence of work displayed in class, or

Not-Rated (N) if there is insufficient evidence. Consequently, a 'N' rating indicates that they have not have met the requirements of the course.

For students in Year 11 or 12, receiving a 'N' on this assessment task will have significant ramifications for eligibility for the Queensland Certificate of Education. Please speak to the Head of Department of Senior School for more information.

Your sincerely,
(Name)
(YSHS Position)

10.0 Academic Integrity & Academic Misconduct

Yeppoon State High School and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Yeppoon State High School staff promote academic integrity by developing students' skills and modelling appropriate academic practice. Some examples of this include:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

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

Scaffolding 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.

As per syllabus requirements, scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

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

10.2 Feedback

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. 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.

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.

10.2.1 Marking and Feedback: Procedures

Formative Assessment and Feedback (assessment for learning)

- All units should include opportunities for students to practise skills and utilise knowledge required for assessment.
- Units should also include opportunities for teaching general academic vocabulary. In doing so, students are familiarised with the cognitions being assessed.
- The practice may be small and targeted, allowing narrow, supportive feedback for individuals and groups.
- Student engagement with the criteria is vitally important.

Metacognitive Control and Student Reflection (assessment as learning)

- Students should be given the opportunity to reflect on feedback and develop a planned approach to improvement.
- This requires continuing development over the course of the program through practice and feedback.
- Assessment items should be marked, appropriately scored and returned within two days of submission.
- Discussion with individual students and their profiles should provide opportunities to direct learning opportunities.
- Student engagement with the criteria is vitally important.

Scoring of the student work should provide feedback (see Appendix 2) of both errors committed using the proposed editing marks, as well as comments recognising the successful elements in the student work.

10.3 Drafting

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion, and may vary depending on the subject and assessment technique. A draft can be used to provide feedback on a response as well as to authenticate student work. Feedback on a draft must not compromise the authenticity of student work.

10.3.0 Responsibilities – Drafts

10.3.1 Teachers

- Indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Teachers may not introduce new ideas, language or research to improve the quality of student responses.
- Provide feedback on a maximum of one draft in years 10, 11 and 12, however, teachers should not allocate a result for the draft student response.
- Feedback on drafts 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.
- Indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- Provide feedback only on a draft submitted by the draft due date

- 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.

10.3.2 Students

- Submit draft by the due date
- Make use of school resources (library, computer labs) outside class to achieve best possible result
- Strive to submit a completed draft that meets the word limit
- 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 research or substantiate points ensuring adherence to referencing style

10.3.3 Parents

- Access course and assessment planners and assessment calendar to support student with forward planning
- Encourage and support student to submit draft on time
- Read draft

10.4 Managing student response length

Managing student response length at Yeppoon State High School is achieved by proactively supporting students to ensure they meet the syllabus requirements within the response length identified in the assessment conditions.

Failure to adhere to the required response length (too long or short) will result in students receiving a result reflective of the criteria that indicates an inability to be discerning and/or effective.

Responsibilities:

10.4.1 Teachers:

- Make judgements on student achievement in assessment task based on evidence within the word/page limit
- Internal quality assurance processes are followed to ensure valid assessment instruments of appropriate scope and scale are designed
- Subject specific strategies about responding purposefully with the prescribed conditions of the task will be embedded in the teaching and learning program
- Feedback about length is provided by teachers during check points and on draft

10.4.2 Students:

- Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets
- Develop appropriate length responses that do not exceed or are significantly under the required length

- Apply teacher feedback about lengths during drafting and edit final response to meet requirements for length

10.5 Authenticating Student Responses

Accurate judgments of student achievement can only be made on genuine student assessment responses.

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

- Set an assessment task that requires each student to produce a unique response
- Vary assessment tasks each year so students are unable to use other students' responses from previous years
- Set aside sufficient class time for teacher to model assessment task and for students to clarify task expectations and receive feedback.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- Monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- Interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- Directly compare the responses of students who have worked together in groups
- For text, analyse final student responses using plagiarism-detection software (Turnitin)
- Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- Provide an opportunity for the student to demonstrate that the submitted response is their own work
- Make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

Referencing

- APA referencing is the standard to be used at Yeppoon State High School (see Appendix 3).

10.6 Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • 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, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • 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.
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

Impersonation	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	<p>A student:</p> <ul style="list-style-type: none"> • completely or partially copies or alters another person's work without attribution (another person's work may include concepts, sounds, music, scripts, text, audio or audiovisual material, figures, tables, design, images, information or ideas). • submits work produced by someone else on the student's behalf.
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.

10.7 Responsibilities – Academic Integrity & Academic Misconduct

10.7.1 Students

- Reference other sources used
- Provide a reference list
- Not engage in any type of academic misconduct
- May be required to submit their final response using plagiarism-detection software (Turnitin)
- May be required to complete an approved course about academic integrity
- May be required to participate in interviews during and after the development of the final assessment response
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

10.7.2 Teachers

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.

10.7.3 Parents

- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher if you suspect that your student has engaged in academic misconduct

10.7.4 Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- gaining access to assessment content before starting the external assessment
- copying from, or communicating with, another student while in the assessment room
- bringing unauthorised material into an assessment room
- disrupting other students
- impersonating a student
- behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

For years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

10.8 Consequences for Academic Misconduct

Consequences for academic misconduct during an exam or external assessment include but are not limited to:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- Head of Department Senior Schooling notified
- Parts of the exam in question may be disregarded while grading the exam.
- Yeppoon State High School Student Code of Conduct consequences issued.

Consequences for plagiarism include but are not limited to:

- Students cannot be graded on work that is not their own
- If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.
- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded.
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied as outlined in the YSHS Student Code of Conduct.

10.9 Failure to Comply

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- Cannot be rated for the semester unit.
- May have the unit removed from their Senior Statement

If a student repeatedly does not meet mandatory requirements:

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

11.0 Senior School Course Expectations

11.1 Applied and Applied (Essential) subjects

When enrolled in Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements. For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative assessment on or before the due date as set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.

A student cannot repeat one summative unit only.

11.2 General and General (Extension) subjects

When enrolled in a General or General (Extension) subject, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school, a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

11.3 General (Senior External Examination) subject

When enrolled in a General (Senior External Examination) subject, students must complete the Senior External Examination to receive a subject result.

11.4 Short Courses

When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Schools are responsible for ensuring that students have opportunities to access assessment. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

11.5 Non-submission of a final response

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.

11.6 External assessment completion

External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published on the QCAA website.

12.0 YSHS Quality Assurance and Moderation Practices

To ensure reliability of curriculum, pedagogy and evaluation of assessment, we use moderation processes and professional conversations to ensure:

- Consistency of judgments about student achievement on individual assessment tasks against aspects of the relevant achievement standards
- Accuracy of judgments about overall levels of achievement (using student assessment folios) for reporting against the relevant achievement standards

12.1 Yeppoon State High School Department Moderation Process:

Phase 1 – Before Moderation:

Before the commencement of Unit:

- Review of feedback from previous delivery of unit
- Unit Plan developed
- Assessment task/s, exemplar and marking guide developed (including adjusted assessment task/s for students on an ICP)

- Assessment task/s and marking guide distributed to teachers and inclusion faculty member for feedback (meeting/teams/email)
 - Focus question: Do the tasks allow all students to demonstrate the range of criteria (A-E)?
- Teaching staff reach agreement on the assessment task/s after feedback (meeting/teams/email)

Completed within first week of unit:

- Phase 1 Moderation meeting to discuss unit and align expectations
 - Identify alignment between Year/Band plan and Unit Plan
 - Show alignment between learning sequence and the assessment tasks
 - Identify key documents and appropriate resources
 - Are there learning activities that give students opportunity to learn, practice and receive feedback on:
 - Cognitions
 - Content
 - Writing elements
 - Have appropriate steps been taken to consider access to curriculum and assessment for all students?
 - Where appropriate, have subject inclusion teachers and line managers been included in key conversations?

Phase 2 – After Submission of Assessment:

- Subject leader to collect two samples of differing levels
- Subject leader distribute copy of de-identified samples to each teacher with blank criteria sheet
- Teachers mark samples prior to calibration meeting and bring marked samples and annotated criteria sheet to the meeting.
- Calibration meeting with all teachers of unit held within the week of assessment due date (must occur prior to teachers marking class set)
- Summary of notes taken at calibration meeting
- Subject leader scan agreed summary, criteria sheet and samples and email to all relevant staff and upload to G drive folder
- 2 week turn around of assessment is encouraged following due date of assessment task

Phase 3: Conclusion of unit:

- Post unit review and refinement of assessment tasks to occur

13.0 Reasonable adjustments (Yrs 7-10) and/or Access arrangements and reasonable adjustments (AARA- YR 11 & 12)

Adjustments are actions taken that enable students to demonstrate their knowledge, understanding and skills, in response to assessment, on the same basis as other students. They do not involve compensating for what students do not know, understand or cannot do. School-wide processes identify students who are to be provided with reasonable adjustments and/or tailored supports during teaching, learning and assessment. Adjustments and tailored supports ensure all

students with diverse learning needs are supported to demonstrate the full extent and depth of their learning on the same basis as other students.

Reasonable Adjustments (RA) and Access Arrangements And Reasonable Adjustments (AARA) are designed to minimise barriers for students with a disability, impairment and/or medical conditions, or that experience other circumstances, to demonstrate their learning, knowledge and skill in assessment. Foreseeable absences—personal, family or school related activities—are not grounds for AARA.

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

The following principles inform the decisions schools make about RA or AARA.

- Consultation — decisions are made in consultation with the eligible student, parents/carers, relevant school staff (junior students) and the QCAA (senior students).
- Timeliness — RA and AARAs are planned and negotiated as early as possible.
- Standards-based assessment — the school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study (see Disability Standards for Education s. 3.4). Assessment standards and marking guides (ISMGs and Standard Elaborations) are used to make judgments about student work and are not modified.
- Effects of RA and/or AARA —students should have opportunities to demonstrate a response to assessment that is their own work. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student’s capacity to undertake particular requirements of an assessment.
- Flexibility — schools review the Reasonable Adjustments and/or AARA provided and assess whether changes are needed over the duration of a student’s schooling to allow for the changing needs of the student over time.

13.1 Eligibility for Reasonable Adjustments(Junior School) or AARA (Senior School)

The QCAA uses broad application categories for RA and/or AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional
- illness
- misadventure
- unforeseen circumstances where the student has not control, eg. Accident, death of a family member

Students are not eligible for AARA in senior school on the following grounds:

- unfamiliar with the English language
- teacher absence or other teacher-related difficulties

- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided, eg. Incorrect enrolment in a subject

13.1.1 Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

13.1.2 Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must satisfy the following time specifications.

- Summative internal assessments in all subjects and Short Courses: medical documentation must be dated within the preceding six months of the relevant Unit 3 or 4 assessment event
- Summative external assessments or the Senior External Examination: medical documentation must be dated no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment

13.1.3 Illness and Misadventure

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

13.1.4 Illness during internal assessment

A student who is ill and unable to attend school for internal assessment should inform the Head of Department of Middle (Yr 10 only) or Senior as soon as practical. This may be before, during or immediately after the assessment session or due date. Only in extenuating circumstances is a short term AARA given the day an assessment task is due to be completed.

13.1.5 Illness during external assessment

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.

13.1.6 Non-attendance at external assessment

A student who cannot attend an exam must notify the principal's delegate or the SEA coordinator as soon as practical.

13.1.7 Individual student

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the exam coordinator regarding an application for illness and misadventure.

13.2 Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Yeppoon State High School and in Senior Schooling, the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

13.2.1 Non-attendance at Exams

1. *Inability to attend an exam due to illness or misadventure (Year 10-12 only)*

If a student is ill and/or cannot attend a test or exam the following procedure must be followed:

- On return to the school the student is responsible for reporting to the relevant Head of Department of Middle/Senior School to make alternate arrangements

- Medical Certificate or Statutory Declaration, must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Head of Department Middle/Senior School.

2. *Prior knowledge of absence*

If a student knows in advance that they will be absent for a scheduled test they must:

- Inform Head of Department of Middle/Senior Schooling of absence (submit Request for Access Arrangements and Reasonable Adjustment form) and alternative arrangements will be made to complete assessment.
- If approved the student will be allowed to complete assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.
- For Years 7-9, student discuss alternative arrangement with classroom teacher prior to absence.
- For Year 10, students complete Request for AARA form and submit to Head of Department Middle School
- For Years 11-12 QCAA processes must be followed

13.3 Reasonable Adjustments (RA) and AARA Areas and responsibilities

Areas for Reasonable Adjustments: Long Term			
Provisions	Responsible	Documentation	Process/timeline
Educational needs arising from: <ul style="list-style-type: none"> • Socio-economic factors • Cultural factors • Disability such as those of a sensory, motor and/or neurological nature • English as an Additional Language or Dialect. 	DP D&I	Medical/supporting documentation must be provided to DP D&I when making request for reasonable adjustment. Approved RA to be confirmed by DP D&I to subject area HoDs and teachers. Responsibility to construct assessment which is accessible to culturally diverse learners rests with the relevant subject area HoD.	<ul style="list-style-type: none"> • As arising. Students referred to DP D&I where appropriate. • DP D&I completes and distributes Reasonable adjustment documentation which clearly identifies adjustments • DP D&I to upload documentation to student PLR (OneSchool) and update SharePoint folder. • Complete Extension Advice Slip if relevant and share with DP, HOD JS/MS, HOD, Classroom teacher
Social/Emotional	GO	Documentation uploaded to student Personalised Learning Record in OneSchool by GO. Extension advice slip to be provided to relevant staff.	<ul style="list-style-type: none"> • Mental Health RA and PLR completed by GO in consultation with student and family • Complete Extension Advice Slip if relevant and share with DP, HOD JS/MS, HOD, Classroom teacher
Factors including: <ul style="list-style-type: none"> • special talents and extension programs • life circumstances 	HOD JS or MS	Students with specific life circumstances which inhibit equitable engagement with assessment should consult with: <ul style="list-style-type: none"> • HOD JS, MS - documentation should outline adjustments student requires, for assessment/s and time frame/s. 	<ul style="list-style-type: none"> • HOD JS, MS completes and distributes AARA documentation.

Areas for AARAs: Long Term

Provisions	Responsible	Documentation	Process/timeline (refer to QCE&QCIA Handbook – Section 6.4.3, 6.4.5)
Cognitive, physical or sensory	DP D&I	<p>Medical/supporting documentation must be provided to DP D&I when making request for AARA.</p> <p>Approved AARA to be confirmed by DP D&I to Subject area HODs and teachers.</p> <p>DP D&I/LM SS provide extension advice slip to relevant staff.</p>	<ul style="list-style-type: none"> • Year 11/12 – timeline for submission is Term 4, Year 10. • Applications submitted close to the due date for assessment should not be for known long-term conditions. • Unit 3&4 General subjects – internal assessments: <ul style="list-style-type: none"> • For existing long-term and chronic conditions, applications must be finalised by the completion of Units 1 and 2 for IA1, 2 and 3 (with documentation from no earlier than January 1 of enrolled year of grade 10). • For all others, applications are due as soon as possible before the assessment event. • Unit 3&4 General subjects – external assessments: <ul style="list-style-type: none"> • For existing long-term and chronic conditions, applications are due by the end of Term 1 in the summative year
Social/Emotional	GO	<p>Medical/supporting documentation must be provided to GO when making request for AARA.</p> <p>Approved AARA to be confirmed by GO to Subject area HODs and teachers.</p>	<ul style="list-style-type: none"> • Mental Health AARA – GO to collate information and LM SS to complete QCAA application in consultation with GO (Yr 11/12 only) and PLR with relevant adjustments in consultation with student and family • Medical documentation timelines – refer to QCE & QCIA Handbook – section 6.4.5 – Currency of supporting documentation for QCAA-approved AARA • GO completes Extension Advice Slip if relevant and share with DP, HOD MS/SS, HOD, Classroom teacher

Access Arrangements and Reasonable Adjustments: Short Term

Provisions	Responsible	Documentations	Process
Students requiring AARA due to short term impairment – eg illness, injury, family, misadventure	Year 10 – HOD MS Year 11/12 – Principal & Principal delegate	AARA documentation which outlines the dates for which the provision applies, nature of adjustments and extension date if applicable	<ul style="list-style-type: none"> Year 10 – HOD MS completes AARA document. Form distributed to relevant Subject area HODs and classroom teacher with new due date. HOD MD informs student of new due date. Year 11/12 – HOD SS reviews application and communicate request for AARA with Principal. HOD SS communicates with teacher/s and HoD/s tentative AARA and confirms when approved. HOD SS confirms due dates with student.
SDA	Deputy Principal	AARA not applicable	<ul style="list-style-type: none"> Student and family advised of assessment requirements and provided with opportunity to complete assessment during suspension period.
Missed exam due to illness	Year 10 – MS Dean Year 11/12 – Principal & Principal delegate	<p>Parent contact made to school (Year 7-9)</p> <p>Year 10 - Medical certificate/statutory declaration attached to AARA form</p> <p>Year 11/12 - Medical certificate/statutory declaration & QCAA medical report (Year 11/12 only) attached to AARA form.</p>	<ul style="list-style-type: none"> Student fills in AARA form and hands to HOD MS/SS (form accessed on Yeppoon SHS website, or collected from office) HOD MS/SS communicates with HoD and teacher on expected return date and new assessment due date. Year 11/12 – HOD SS reviews application and communicate request for AARA with Principal. Communicates with teacher/s and HoD/s tentative AARA and confirms when approved.

13.4 Workflow for Reasonable Adjustments and Access Arrangements and Reasonable Adjustments

13.4.1 Short Term AARA Process for Year 10 and Year 11/12 (Unit 1 and 2)	
Steps	Process in alignment with QCAA guidelines
1	Identify eligible students.
	<ol style="list-style-type: none"> 1. Student identifies concern for submitting/completing assessment on due date OR has missed assessment submission on outlined due date 2. Student discusses concern with Head of Department Middle/Senior School 3. Head of Department MS/SS outlines AARA process (including required documentation) and directs student to school website to download AARA application form
2	Gather information.
	<ol style="list-style-type: none"> 1. Student and family complete Step 1 and Step 2 sections of AARA application and submit to Head of Department Middle/Senior School with supporting documentation <i>Supporting documentation required: medical certificate and/or statutory declaration (Year 10-12)</i>
3	Review upcoming formative internal assessment.
	<ol style="list-style-type: none"> 1. Head of Department Middle/Senior School reviews application and communicates with appropriate subject teachers and HoDs: <ol style="list-style-type: none"> a. Has the student been actively participating in class? b. Was a draft submitted? <i>(if applicable)</i> c. Discuss suitable arrangements for assessment, should the application be approved <i>(i.e. appropriate new due dates, comparable assessments, time, location and supervisor for examinations, submission requirements)</i>
4	Identify AARA required.
	<ol style="list-style-type: none"> 1. Head of Department Middle/Senior School consults with QCAA QCE and QCIA Handbook to identify appropriate approval type based on gathered information and review (Year 11/12 only) 2. Head of Department Middle/Senior School considers all information and comes to a final decision
5	Confirm arrangements with students, parents/carers and staff.
	<ol style="list-style-type: none"> 1. Head of Department Middle/Senior School completes AARA process through student profile on OneSchool as a support provision with AARA application and supporting document attached <i>(if approved)</i>: <i>Process for creating short-term AARA support provision</i> <ol style="list-style-type: none"> a. OneSchool → Support Provisions → Master Provision → AARA Short Term – ‘exit year’ → Create Student Provision b. Start date: original assessment due date c. End date: revised assessment due date d. Student → Manage → Search student name → Select student → Save e. Support Provision: all required information is already loaded f. Add approved AARA application and supporting documentation to attachments → Next → Strategies & Resources g. Strategies & Resources: Subject: Assessment item: Original Due Date: New Due Date: Reason: “grounds for approved AARA and identify supporting documentation” h. Next → Summary → Finish 2. Head of Department Middle/Senior School emails AARA decision and approved documentation (support provision) to student and CCs: parent/carer, teacher/s, HoDs, DP and librarian <i>(if applicable)</i>
6	Administer assessment and enact AARA.
	<ol style="list-style-type: none"> 1. Head of Department Middle/Senior School confirms arrangements with student, teachers and HoD 2. Head of Department Middle/Senior School submits hard copy of AARA application and supporting document/s to ESO to be filed

13.4.2 Short Term AARA Process for summative assessment in Unit 3 and 4 (Year 11/12)

Steps	Process in alignment with QCAA guidelines
1	Identify eligible students.
	<ol style="list-style-type: none"> 1. Student identifies concern for submitting/completing assessment on due date OR has missed assessment submission on outlined due date 2. Student discusses concern with Dean 3. Head of Department Senior School outlines AARA process (including required documentation) and directs student to school website to download AARA application form
2	Gather information.
	<ol style="list-style-type: none"> 1. Student and family complete Step 1 and Step 2 sections of AARA application and submit to Dean with supporting documentation <i>Supporting documentation required: medical certificate + medical report and/or statutory declaration</i>
3	Review upcoming formative internal assessment.
	<ol style="list-style-type: none"> 1. Head of Department Senior School reviews application and communicates with appropriate subject teachers and HoDs: <ol style="list-style-type: none"> a. Has the student been actively participating in class? b. Was a draft submitted? (<i>if applicable</i>) c. Discuss suitable arrangements for assessment, should the application be approved (<i>i.e. appropriate new due dates, comparable assessments, time, location and supervisor for examinations, submission requirements - to be considered in conjunction with confirmation dates</i>)
4	Identify AARA required.
	<ol style="list-style-type: none"> 1. Head of Department Senior School consults with QCAA QCE and QCIA Handbook to identify appropriate approval type based on gathered information and review 2. Head of Department Senior School considers all information and comes to a tentative decision 3. Head of Department Senior School submits AARA application and supporting document via ESO to Principal for final approval 4. Head of Department Senior School communicates tentative AARA to affected staff (classroom teacher and HoD), informing of current status: 'awaiting Principal final approval' 5. Principal approves/rejects AARA application 6. Principal returns application to ESO who scans application and uploads in contact referral on OneSchool (refer Head of Department Senior School into contact referral). ESO to file hard copy of application in student file in administration.
5	Confirm arrangements with students, parents/carers and staff.
	<ol style="list-style-type: none"> 1. Head of Department Senior School completes AARA process through student profile on OneSchool as a support provision with AARA application and supporting document attached (<i>if approved</i>): <i>Process for creating short-term AARA support provision</i> <ol style="list-style-type: none"> a. OneSchool → Support Provisions → Master Provision → AARA Short Term – 'exit year' → Create Student Provision b. Start date: original assessment due date c. End date: revised assessment due date d. Student → Manage → Search student name → Select student → Save e. Support Provision: all required information is already loaded f. Add approved AARA application and supporting documentation to attachments → Next → Strategies & Resources g. Strategies & Resources: Subject: Assessment item: Original Due Date: New Due Date: Reason: "grounds for approved AARA and identify supporting documentation" i. Next → Summary → Finish → Download and save preview of support provision → Store on SharePoint in appropriate Sub-School tile 2. Head of Department Senior School emails AARA decision and approved documentation (support provision) to student and CCs: parent/carer, teachers, HoDs, DP and librarian (<i>if applicable</i>) 3. Head of Department Senior School enters AARA application into QCAA portal
6	Administer assessment and enact AARA.
	<ol style="list-style-type: none"> 1. Head of Department Senior School confirms arrangements with student, teachers and HoD 2. Head of Department Senior School submits hard copy of AARA application and supporting document/s to ESO to be filed

13.4.3 Long Term Reasonable Adjustment Process for Year 7-10

Steps	Process in alignment with QCAA guidelines
1	<p style="text-align: center;">Identify eligible students.</p> <ol style="list-style-type: none"> 1. Students identified for reasonable adjustment through <ol style="list-style-type: none"> a. Verification process, and/or b. Parent meeting with GO/DP D&I, and/or c. Teacher observation
2	<p style="text-align: center;">Gather information and Identify if AARA is required.</p> <ol style="list-style-type: none"> 1. Student and family meet with staff member (DP D&I, GO or Learning Manager) to discuss appropriate reasonable adjustments and completes form to be signed by DP D&I / GO. <i>Supporting documentation may include: letter from parents (Year 7-9), medical certificate/report or statutory declaration (Year 10), EAP status, AIMS record</i>
3	<p style="text-align: center;">Confirm arrangements with students, parents/carers and staff.</p> <ol style="list-style-type: none"> 1. LM to consult with DP D&I/GO to complete paperwork 2. DP D&I / GO / LM to confirm reasonable adjustments with student and parents/carers. 3. DP D&I / GO to email Subject area HODs/Classroom teachers / Inclusion AAEP the reasonable adjustments which applies to student 4. Inclusion AAEP to update register on SharePoint (Inclusion tile) 5. LM/DP D&I / GO to upload to completed reasonable adjustments form and supporting documentation to PLR (OneSchool)
4	<p style="text-align: center;">Administer assessment and enact reasonable adjustments.</p> <ol style="list-style-type: none"> 1. Extension slip requested before or on the due date, or immediately after returning to school in consultation with LM/GO/DP. 2. GO / DP D&I to complete extension slip and email teacher/s and HOD/s affected by extension slip. 3. GO / DP D&I to complete Master Provision for Long Term AARA 4. LM / GO consult with teachers regarding upcoming assessment and support required 5. LM / GO to check in prior to exam/assessment to ensure student is prepared for assessment 6. Staff refer LM / GO into Notice of Concern

13.4.4 Long Term AARA Process for Year 11/12

Steps	Process in alignment with QCAA guidelines
1	Identify eligible students.
	<ol style="list-style-type: none"> 1. In Term 4, Year 10, or as early as possible: <ol style="list-style-type: none"> a. DP D&I/GO/Learning Manager (Senior Schooling) identify students who are eligible for Long Term AARA through prior verification/diagnosis, parent/student meeting, performance team. b. Learning Manager/GO contacts family to organise a meeting to discuss Long Term AARA process, application form and required supporting documentation
2	Gather information.
	<ol style="list-style-type: none"> 1. Student meet with staff member (GO/Learning Manager/DP D&I) 2. Student and family submit medical report completed by medical practitioner according to the QCAA timelines 3. Student may choose to submit a statement although this is not mandated 4. DP D&I/GO/LM SS identifies suitable adjustments for upcoming internal and external assessments
	Review application
3	<ol style="list-style-type: none"> 1. LM SS/GO reviews application and completes School Statement for QCAA approved AARAs 2. LM SS enters application to AARA application on QCAA Portal ready for submission and notifies Principal/Principals delegate of submission ready for review 3. Principal reviews application and approves/rejects. 4. Principal confirms decision and notifies DP D&I/DP SS to submit to QCAA (if approved) 5. GO/LM SS to liaise with QCAA when follow-up necessary.
4	Confirm arrangements with students, parents/carers and staff.
	<ol style="list-style-type: none"> 1. DP D&I / GO / LM to confirm AARA arrangements with student and parents/carers. 2. DP D&I / GO to email Subject area HODs/Classroom teachers / Inclusion AAEP the approved Request for AARA Form - Long Term Applications 3. Inclusion AAEP to update register on SharePoint (Inclusion tile) 4. Inclusion AAEP to upload Request for AARA Form – Long Term Applications, QCAA decision letters to Inclusion tile on SharePoint (SharePoint>Inclusion> AARA Senior School) and PLR (OneSchool) 5. Hardcopy of AARA application and supporting documentation to be filed in Administration.
5	Administer assessment and enact AARA.
	<ol style="list-style-type: none"> 1. Student checks in with DP D&I/ GO/ LM SS confirm AARA arrangements before or on due date, or immediately after assignment due date. 2. Student checks in with DP D&I/ GO/ LM SS confirm AARA arrangements before, during, and after examination due date. 3. Students are able to access/decline their arrangements at any stage during the assessment task (if student declines support, DP D&I/ GO/ LM SS to document contact with family on OneSchool). 4. DP D&I/ GO/ LM SS to send extension slip to appropriate teacher/s and HoD/s notifying of any extension request. Copy of extension advice form to be uploaded to Master Provision (OneSchool) 5. HoD/Curriculum teacher to confirm assessment schedule changes with LM SS/GO/Head of Department SS to support AARA process



Request for Access Arrangements and Reasonable Adjustments (AARA) Form – Illness and Misadventure

COPY TO BE FILED WITH RELEVANT ASSESSMENT ITEMS

The following guidelines apply for illness and misadventure:

- The condition or situation must be unforeseen and beyond the student’s control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Documentation required to accompany AARA Form – Illness and Misadventure:

- Year 10 – Medical certificate or statutory declaration
- Year 11-12 Internal Assessment - Medical certificate or statutory declaration
- Year 12 External Assessment – QCAA confidential medical report

STUDENT TO COMPLETE				
Step 1	Name:	Assessment impacted:		
	Date request submitted:	Subject	Teacher	Assessment Task
	Dates of AARA requested: / / - / /			Original Due Date
	Documentary evidence attached: Yes / No			
	Student signature:			
	Parent signature/contact:			

Head of Department MS/SS TO COMPLETE			
Step 2	Application is: Approved / Not Approved	Extension advice to teachers	
	HOD JS/MS/SS Signature:	Subject	Adjusted Due Date

	Comments:		
	Year 11/12 only: Unit No. _____		

HOD MS or SS to distribute extension advice to teachers, Library TA and Subject area HOD. HOD MS/SS will enter details and attach form in OneSchool under Master Provision. HOD MS/SS will confirm new conditions with student.

Step 3	PRINCIPAL TO COMPLETE (Year 11/12 for Principal Approved AARAs in Units1- 4)
	Principal signature:



Reasonable Adjustments Form - Long Term Applications (Year 7-10)

COPY TO BE UPLOADED TO MASTER PROVISION IN ONESCHOOL

Step 1	STUDENT TO COMPLETE	
	Name:	Documentary evidence attached: Reason:
	Date request submitted:	Student signature:
	Dates of Reasonable Adjustments requested: YR 7- YR 10	Parent signature/record of contact:

Adjustments		Indicate adjustment/s used to support student engagement in assessment					
Timing	Additional time and breaks	Assignment Extension <1week	Assignment Extension >1 week	Exam time 5-15min per half hour	Rest Time Rest period of 5 or 10 minutes per half hour of assessment time, taken at any time during the assessment. Rest Break Information Sheets		
Scheduling	Number/order of sessions	Breaking assessment into sections same day		Increasing pre-exam preparation		Extra sessions for reading and text processing	
Setting	Physical equipment and environment / variation to seating	Placement of seating to maximise visibility/audibility/physical access to resources, learning opportunities and support (adults or peers), as required including back injury allowing for periodically standing.			Identifying furniture, resources and equipment e.g. heat pack, cushion, specialised chair etc.		
	Food/ Drink/Medication	Food in clear container, not noisy or with odour Diabetes Information Sheet			Prescribed medication in clear container, not noisy, liquid - unlabelled clear bottle		
Presentation	Cues and prompts	Highlighting key words or phrases in directions			Teacher aide manipulation of equipment of practical tasks.		
	Directions	Read aloud/ Audio text		Read more than once		Presented as pictures/symbol	
	Format of the text	Braille Large print		Less text on the page		Electronic Format	
	Specialised equipment	Laptop with approved software application			IPAD		Graphic organisers
	Modified format (staff - please note modified format is available to all students)	Presentation in front of small group			Presentation outside regular class time		
Response	Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment. Scribe and Reader Information Sheets					
	Written	Adaptive tools – Pencil grip Interpreter /translator		Specialised writing tools		Keyboards	
	Non-verbal	Assistant technology - Symbol and word bank			Finger/eye pointing		
	Specialised equipment	computer or word processor		communication devices		speech-to-text	
Other	Individual consideration- Specific Details:						

DP D&I to distribute form to teachers, and Subject area HOD. DP D&I/GO enter details in OneSchool under Master Provision.

The above outlines the reasonable adjustments for completion of assessment. You, as the student, have the responsibility to ensure that you seek support if required to enact this Reasonable Adjustments application (ie. speak to GO/DP D&I to confirm adjustments required for upcoming assessments). Please indicate your agreement by completing your signature below.

_____ (Student signature) _____ (GO/ DP- D&I signature)



Reasonable Adjustments (RA) and Long Term Access Arrangements and Reasonable Adjustments (AARA)- Extension Advice Form

COPY TO BE FILED IN STUDENT FOLIO WITH RELEVANT
ASSESSMENT ITEMS

GO/DP D&I TO COMPLETE				
Student Name:	Adjustment advice to teachers:			
Year Level:	Subject	Task and Adjustment	Due Date	Adjusted Due Date
Approved by:				
Signed:				
Date:				

DP D&I/GO to distribute form to teacher/s and Subject area HOD/s. DP D&I/GO enter details in OneSchool under Master Provision.
DP D&I/GO will confirm new conditions with student.

14.0 Relevance to Related Legislation and DET Policy

LEGISLATION

Education (General Provisions) Act 2006

Education (General Provisions) Regulation 2006

Education (Queensland Curriculum and Assessment Authority) Act 2014

Education (Queensland Curriculum and Assessment Authority) Regulation 2014

Disability Discrimination Act 1992

Anti-Discrimination Act 1991

Disability Standards for Education 2005

RELEVANT POLICY

QCAA October 2021 - QCE & QCIA Policy and Procedures, 4.6.1 School-based assessment policy

QCAA October 2021 - QCE & QCIA Policy and Procedures 7.1 – 7.8 Access arrangements and reasonable adjustments

QCAA October 2021 - QCE & QCIA Policy and Procedures 4.1 – 4.6 Assessment

QCAA October 2021 - QCE & QCIA Policy and Procedures 5.1 – 5.8 Internal assessment quality management system

Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2021

Appendix 1: SDA Assessment Notice to Parents/Carers and Students

On school letterhead and sent out to families when a child is suspended.

Date

Dear Parent/Caregiver

As part of the Yeppoon State High School Assessment Policy, a student who receives a suspension will still be required to complete all assessment on the identified due date. No extensions will be approved. Failure to complete the assessment on the identified dates will result in the student still completing exam upon return to school (for feedback only – student will received a non-rated grade) or prior evidence of work (drafts) will be used to identify a grade for assignments.

Examinations:

Students who are required to complete an examination will complete the exam in the office on the same date all students in the cohort complete the assessment task.

Assignments:

Students in Year 11 or 12 are required to submit their assessment to the library and through ‘Turnitin’ (if an extended written task) by 3.15 on the due date.

Students in Year 7-10 must submit their assessment to the office if absent on the due date.

Please find attached the assessment planner for your child, which outlines all assessment tasks due to be completed this semester.

Yours sincerely

James O’Neill
Principal

Appendix 2: Editing Codes and Example Scoring of Student Work

"A Comber?"

P "Hey Viki, do you want to come to the beach with me this arvo?" Lockie asked me with a huge smile.

Sr/P/P "Yer sure why not." I answered forgetting about homework.

That afternoon I met up with Lockie behind the big, sandy dune again. We played on the surf boards. It was a lovely day, a crystal clear sky and crystal clear water. Lockie and I were the most popular couple in the school, though there were two couples who were jealous. They heard that we were going down the beach that afternoon so they arranged to go down as well. While we were having fun, they decide to come and try to break us up so we would not be so popular. They came up to me and Lockie as we were walking back to hose our boards, they looked at us.

CS

"What do you think you two are doing?" One of the boys asked.

P "Trying to mind our own business." Lockie snapped quickly.

Sp. Then 'BAM!!' one of the girls swung a punch witch hit me square in the cheek. I don't remember anything after that because I was knocked out for at least half an hour.

verb choice (were in) (3) App The next day at school Lockie and i had huge trouble. Rumours had gone around that we had broken up and so other couples were trying to be the schools next most popular couple like us. Lockie asked me if I wanted to go to the beach again that afternoon, so we could take our minds of the horrible things happening at school.

P

Sp

That afternoon I walked to the beach with Lockie and we went for a walk up the long beach. When we got back the bullies had come to the beach again. I had heard that this girl did Kung Fu but I thought it was a rumour and once again she swung and hit me right, square in

P

effective selection of ideas.

other

use of language to communicate ideas/atmosphere.


sound imagery is not effective.

word choice is ineffective

Simple Correction and Editing Codes

Symbol	Description	Symbol	Description
P	Punctuation	Syn	Syntax: combination of words and meaning
Sp	Spelling	Cap	Capitalise
Gr	Grammar	W/W	Wrong word
V/A	Verb Agreement	W/M	Word meaning
T	Tense	Frag	Sentence fragment
C	Cohesion	Pos	Possessive
S/S	Sentence Structure	N/P	New Paragraph
Vocab	Vocabulary choice or word meaning	E/P	End Paragraph
R/O	Run on	C/S	Comma splice

Appendix 3: APA Referencing Guide

 <p>LIBRARY <i>Enriching world-class scholarship</i></p>	<p>References/Bibliography APA Based on the “Publication Manual of the American Psychological Association” 6th edition.</p>
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What is referencing?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified.

Why reference?

Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and follow up works you have referred to. **Steps in referencing**

Record the full bibliographic details and relevant page numbers of the source from which information is taken.

Note the DOI (digital object identifier), if present. When a DOI is used, do not provide the URL or date of retrieval.

Insert the citation at the appropriate place in the text of your document.

Include a reference list that includes all in-text citations at the end of your document.

In-text citations

In an author-date style, in-text citations usually require the name of the author(s) and the year of publication.

A page number is included if you have a direct quote. When you paraphrase a passage, or refer to an idea contained in another work, providing a page number is not required, but is "encouraged", especially when you are referring to a long work and the page numbers might be useful to the reader.

How to create a reference list/bibliography

A **reference list** includes just the books, articles, and web pages etc. that are cited in the text of the document. A **bibliography** includes all sources consulted for background reading.

A reference list is arranged alphabetically by author. If an item has no author, it is cited by title, and included in the alphabetical list using the first significant word of the title.

If you have more than one item with the same author, list the items chronologically, starting with the earliest publication.

Each reference appears on a new line.

Each item in the reference list is required to have a hanging indent.

References should not be numbered.

Referencing Software

The University of Queensland Library provides access to EndNote and RefWorks software, which assist in creating reference lists. An **APA 6th style** is provided in the Endnote X6 software. (21/8/2013)

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APA 6 Edition

Book

Elements of the citation

Author(s) of book – family name and initials, *use & for multiple authors*. (Year of publication). *Title of book – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
One author	Sophisticated searching techniques are important in finding information (Berkman, 1994) OR Berkman (1994) claimed that ...	Berkman, R. I. (1994). <i>Find it fast: How to uncover expert information</i> . New York, NY: Harper Perrenial.	Book
Two authors	It is futile to maintain that the sexes are interchangeable (Moir & Jessel, 1991) OR Moir and Jessel (1991) found students... Always list the authors in the order in which they appear in the publication. Cite both authors for each use of reference.	Moir, A., & Jessel, D. (1991). <i>Brain sex: The real difference between men and women</i> . London: Mandarin.	Book
Three to five authors	(O'Keefe, Bell, & Wyne, 2009) (O'Keefe et al., 2009)	O'Keefe, J. H., Bell, D. S. H., & Wyne, K.L. (2009). <i>Diabetes essentials</i> . Sudbury, MA: Jones and Bartlett Publishers.	Book

	<p>O’Keefe, Bell, and Wyne argue that....(2009)</p> <p>Cite all authors the first time the reference appears; for all subsequent uses, cite last name of first author followed by “et al.”</p>		
Six or more authors	<p>Johnson et al. (2005) argue ...</p> <p>OR</p> <p>It was argued that...(Johnson et al., 2005)</p> <p>Cite just the last name of the first author followed by “et al.” and year for the first and all other citations.</p>	<p>Johnson, L., Lewis, K., Peters, M., Harris, Y., Moreton, G., Morgan, B., . . . Smith, P. (2005). <i>How far is far?</i> London: McMillan.</p> <p>When a reference has up to seven authors, include all authors’ names in the reference list. When a work has eight or more authors, cite the last names & initials of the first six authors then follow with a comma and three spaced ellipsis points (. . .), then the last author’s name.</p>	Book
No author	<p>Management is defined as (<i>CCH Macquarie Dictionary</i>, 1993)</p> <p>OR</p> <p><i>CCH Macquarie Dictionary</i> (1993) defines...</p> <p>Cite in the text the first few words of the title and the year.</p>	<p><i>The CCH Macquarie dictionary of business.</i> (1993). North Ryde, NSW: CCH Australia.</p>	Book
Author Identified As Anonymous	<p>(Anonymous, 1996)</p> <p>Use only if author is specifically named as “Anonymous” .</p>	<p>Anonymous. (1996). <i>Primary colors : A novel of politics.</i> New York, NY: Random House.</p>	Book

Authors With Same Last Name	(J. P. Lewis, 2007) J. P. Lewis argues that...(2007) (R. Lewis, 2007) R. Lewis stated that...(2007) Include first author's initials in all citations.	Lewis, J.P. (2007). <i>Fundamentals of project management</i> . New York, NY: American Management Association. Lewis, R. (2007). <i>Human genetics : concepts and applications</i> . Boston, MA: McGraw-Hill Higher Education.	Book
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Multiple works by the same author	...geology of Queensland's national parks (Willmott, 2004, 2006).	Willmott, W.F. (2004). <i>Rocks and landscapes of the national parks of Southern Queensland</i> . Brisbane: Geological Society of Australia, Queensland Division. Willmott, W.F. (2006). <i>Rocks and landscapes of the national parks of Central Queensland</i> . Brisbane: Geological Society of Australia, Queensland Division. Order chronologically from earliest in the reference list.	Book
Multiple works by the same author, published in the same year	(Dawkins, 1996a, 1996b)	Dawkins, R. (1996a). <i>Climbing Mount Improbable</i> . London: Viking. Dawkins, R. (1996b). <i>River out of Eden</i> . London: Phoenix. Order alphabetically by title in the Reference list.	Book
Book by an organisation or institution (corporate author)	(Queensland Health, 2002) Queensland Health (2002) recommends that....	Queensland Health. (2002). <i>Best practice guidelines for the management of type 1 diabetes in children and adolescents</i> . Brisbane, Australia: Author.	Book

Different Editions	(DeHart, Sroufe, & Cooper, 1995) DeHart, Sroufe, & Cooper (1995) state the idea that...	DeHart, G. B., Sroufe, L.A., & Cooper, R. G. (1995). <i>Child development: Its nature and course</i> (4th ed.). Boston, MA: McGraw-Hill. The edition statement is placed after the title of the work. This is not necessary for a first edition.	Book
Edited book	(Friedman & Wachs, 1999) (Everson, 1991)	Friedman, S. L., & Wachs, T. D. (Eds.). (1999). <i>Measuring environment across the life span: Emerging methods and concepts</i> . Washington, DC: American Psychological Association. Everson, S. (Ed.). (1991). <i>Psychology</i> . Cambridge: Cambridge University Press.	Edited book
Electronic version of print book	(De Lara & Doyen, 2008) (Ardia, 2008)	De Lara, M., & Doyen, L. (2008). <i>Sustainable management of natural resources: Mathematical models and methods</i> . [SpringerLink version]. Retrieved from http://www.springerlink.com/openurl.asp?genre=book&isbn=978-3-540-79073-0 Ardia, D. (2008). <i>Financial risk management with Bayesian estimation of GARCH models: Theory and applications</i> [SpringerLink version]. doi: 10.1007/978-3-540-78657-3 Add the name of the provider of the electronic version in square brackets.	Electronic book Enter the Digital Object Identifier of the book in the <i>DOI</i> field. If the book has no DOI, use the <i>URL</i> field and enter the full URL of the e-book if it was only published electronically. If the book was originally published in print, enter the URL of the homepage of the website on which it is available.

Electronic-only book	(Stevens, n.d.)	Stevens, K. (n.d.) <i>The dreamer and the beast</i> . Retrieved from http://www.onlineoriginals.com/showitem.asp?itemID=332	Electronic book
Translation of a book	(Ylinen, 2008)	Ylinen, J. (2008). <i>Stretching therapy: For sport and manual therapies</i> (J. Nurmenniemi, Trans.). Edinburgh, Scotland: Churchill Livingstone.	Book Enter translator's name in Translator field

Chapter in a book

Elements of the citation

Author(s) of chapter – family name and initials, *use & for multiple authors*. (Year of publication). Title of chapter. In Editor(s) – initials and family name - of book (Eds), *Title of book – italicised*, (pp. Page numbers). Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Chapter in an edited book	(Baker & Lightfoot, 1993) Use the chapter authors, NOT the editors of the book.	Baker, F. M., & Lightfoot, O. B. (1993). Psychiatric care of ethnic elders. In A. C. Gaw (Ed.), <i>Culture, ethnicity, and mental illness</i> (pp. 517-552). Washington, DC: American Psychiatric Press.	Book section
Chapter from an electronic book without DOI	(Scott, 2005)	Scott, D. (2005). Colonial governmentality. In J. X. Inda (Ed.), <i>Anthropologies of modernity</i> (pp. 21-49). Retrieved from http://www3.interscience.wiley.com/cgi-bin/bookhome/117909832	Book section

Chapter from an electronic book with DOI	(Iacono, 2008)	Iacono, W. G. (2008). Polygraph testing. In E. Borgida & S. T. Fiske (Eds.), <i>Beyond common sense: Psychological science in the courtroom</i> (pp. 219-235). doi: 10.1002/9780470696422	Book section
Review from the Mental Measurements Yearbook database	(McInerney, 2004)	McInerney, V. (2004). Review of the Neale Analysis of Reading Ability, 3rd Edition [Australian Standardisation]. In <i>The fifteenth mental measurements yearbook</i> . Retrieved from EBSCO Mental Measurements Yearbook database.	Book section Add "EBSCO Mental Measurements Yearbook database" in the URL field.

Dictionary or Encyclopaedia

Elements of the citation

Author(s) of work – family name and initials, use & for multiple authors. (Year of publication). *Title – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Dictionary or Encyclopedia – print version	(Wolman, 1989)	Wolman, B.B. (Ed.). (1989). <i>Dictionary of behavioral science</i> (2 nd ed.). San Diego, CA: Academic Press.	Book

Entry from Electronic dictionary or encyclopedia	(Community, 2009)	Community. (2009). In J. Scott & G. Marshall (Eds.), <i>A dictionary of sociology</i> (3 rd rev. ed.). Retrieved from http://www.oxfordreference.com/view/10.1093/acref/9780199533008.001.0001/acref-9780199533008-e-337?rskey=wDCUCP&result=1&q=community	Book section
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Journal Article

If the journal article has a digital object identifier (DOI), include this in your reference.

If there is no DOI and you have accessed the article electronically, include the URL of the journal’s homepage in your reference.

Elements of the citation

Journal article with DOI (print or electronic)

Author(s) of journal article – family name and initials, use & for multiple authors. (Year of publication). Title of journal article. *Journal name – italicised*, *Volume – italicised* (Issue or number), Page number(s). doi:xx.xxxxxxxx

Journal article – DOI not available and journal retrieved online

Author(s) of journal article – family name and initials, use & for multiple authors. (Year of publication). Title of journal article. *Journal name – italicised*, *Volume – italicised* (Issue or number), Page number(s). Retrieved from http: www.xxxxxx

Reference type	In-text examples	Reference list example	EndNote Reference Type
Journal article from print journal, no DOI	(Lowrie & Diezmann, 2009)	Lowrie, T., & Diezmann, C. M. (2009). National numeracy tests: A graphic tells a thousand words. <i>Australian Journal of Education</i> , 53, 141-158.	Journal article
Journal article (print or electronic) with DOI – one author – paginated by issue	(Osman, 2010) OR Osman (2010) thought that....	Osman, M. (2010). Controlling uncertainty: A review of human behavior in complex dynamic environments. <i>Psychological Bulletin</i> , 136(1), 65-86. doi: 10.1037/a0017815 Note: The volume number is in italics.	Journal article When citing an article which you accessed electronically, use the “Electronic article” reference type.

Journal article with DOI – two authors	(Kerrigan & Kingdon, 2010)	Kerrigan, A. M., & Kingdon, C. (2010). Maternal obesity and pregnancy: A retrospective study. <i>Midwifery</i> , 26, 138-146. doi: 10.1016/j.midw.2008.12.005	Journal article
Journal article with DOI–three to five authors	(Skenderian, Siegel, Crano, Alvaro, & Lac, 2008) For works with 3-5 authors, in the in-text citation, cite all authors the first time the reference appears; for all subsequent uses, cite last name of first author followed by “et al.”	Skenderian, J. J., Siegel, J. T., Crano, W. D., Lac, A., & Alvaro, E. E. (2008). Expectancy change and adolescents' intentions to use marijuana. <i>Psychology of Addictive Behaviors</i> , 22, 563-569. doi:10.1037/a0013020 Note: In the reference list, include all authors up to seven.	Journal article

<p>Journal article with DOI – six authors or more</p>	<p>(Wolchik et al., 2008)</p> <p>Note: For the in-text citation, for works with six or more authors, use only the first author’s last name followed by “et al.”, for every use of the citation.</p>	<p>Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., . . . Griffin, W. A. (2000). An experimental evaluation of theory based mother and mother-child programs for children of divorce. <i>Journal of Consulting and Clinical Psychology, 68</i>, 843-856.</p> <p>doi:10.1037/0022-006X.68.5.843</p> <p>Note: In the reference list, include all authors up to seven. For eight or more, include the first six, then an ellipsis, followed by the last author's name.</p>	<p>Journal article</p>
<p>Journal article with DOI - continuous pagination throughout volume</p>	<p>(Wilens & Biederman, 2006)</p>	<p>Wilens, T.E., & Biederman J. (2006). Alcohol, drugs, and attention-deficit/hyperactivity disorder: A model for the study of addictions in youth. <i>Journal of Psychopharmacology, 20</i>, 580-588.</p> <p>doi:10.1177/0269881105058776</p> <p>Note: Issue number is not required.</p>	<p>Journal article</p>
<p>Journal article with DOI – available in</p>	<p>(Allan, 2010)</p>	<p>Allan, H. (2010). The perils facing nurse education: A call for leadership for learning. <i>Nurse Education Today</i>, Advance online publication. doi: 10.1016/j.nedt.2010.01.002</p>	<p>Electronic article</p>
<p>advance in an online publication (before it is assigned a</p>			

volume, issue or page numbers)			
Cochrane Review with DOI	(Shaw, O'Rourke, Del Mar, & Kenardy, 2005)	Shaw, K., O'Rourke, P., Del Mar, C., & Kenardy, J. (2005). Psychological interventions for overweight or obesity. <i>The Cochrane database of systematic reviews</i> (2). doi:10.1002/14651858.CD003818.pub2	Journal article
Journal article accessed electronically, without DOI	(Fallon & Engel, 2008)	Fallon, A., & Engel, C. (2008). Hypertensive disorders of pregnancy. <i>The Practising Midwife</i> , 11(9), 1-27. Retrieved from http://www.practisingmidwife.co.uk	Electronic article Note: In the URL field, enter either the URL of the journal's website (for subscription-based journals), or the full URL of the article (for articles available free on the web).
Journal article – in press	(Williams & Beattie, in press)	Williams, S., & Beattie, H. J. (in press). Problem based learning in the clinical setting – a systematic review. <i>Nurse Education Today</i> .	Journal article Put “in press” in year field.
Article from UQ eReserve	(Shaw, 2003)	Shaw, J. (2003). Epidemiology and prevention of type 2 diabetes and the metabolic syndrome. <i>Medical Journal of Australia</i> , 179, 379-383. Retrieved from University of Queensland Library E-Reserve.	Electronic article Put “University of Queensland Library E-

			Reserve” in URL field.
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Conference papers and proceedings

Elements of the citation

Author(s) of paper – family name and initials, use & for multiple authors. (Year of publication). Title of paper. *Title of published proceeding – italicised.*
Place of Publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Published conference paper	(Scheinin, 2009)	Scheinin, P. (2009). Using student assessment to improve teaching and educational policy. In M. O'Keefe, E. Webb, & K. Hoad (Eds.), <i>Assessment and student learning: Collecting, interpreting and using data to inform teaching</i> , 12-14. Melbourne, Australia: Australian Council for Educational Research.	Book section
Unpublished conference paper	(Bowden & Fairley, 1996)	Bowden, F.J., & Fairley, C.K. (1996, June). <i>Endemic STDs in the Northern Territory: Estimations of effective rates of partner change</i> . Paper presented at the Scientific Meeting of the Royal Australian College of Physicians, Darwin.	Conference paper Add “June” in the Date field.

Conference paper from proceedings published regularly online Note: include a DOI or URL as for an online journal article	(Herculano-Houzel, Wong, Kaas, & Lent, 2008)	Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H. & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. <i>Proceedings of the National Academy of Sciences, 105</i> , 12593-12598. doi:10.1073/pnas.0805417105	Electronic article
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Newspaper and magazine articles

Elements of the citation

Author(s) of article – family name and initials, use & for multiple authors. (Year of publication, month day). Title of article. *Title of newspaper – italicised*, p. page number(s).

Reference type	In-text examples	Reference list example	EndNote reference type
Newspaper article with author	(Cook, 2002)	Cook, D. (2002, January 28). All in the mind. <i>The Age</i> , p. 8. Note: Precede page numbers with p. or pp.	Newspaper article
Newspaper article, no author	(Meeting the needs, 2001)	Meeting the needs of counsellors. (2001, May 5). <i>The Courier Mail</i> , p. 22.	Newspaper article
Magazine article	(Marano, 2008)	Marano, H.E. (2008, March-April). Making of a perfectionist. <i>Psychology Today, 41</i> , 80-86.	Magazine article

Electronic newspaper or magazine article	(Sandy, 2009)	Sandy, A. (2009, January 22). Cheaper to fly than hire a bike in Brisbane. <i>The Courier Mail</i> . Retrieved from http://www.news.com.au/couriermail/	Newspaper article Enter the URL of the newspaper's homepage in the URL field.
Newspaper article from full text database	(Lampathakis, 1997)	Lampathakis, P. (1997, August 11). Tantrums seen as suicide warning. <i>The West Australian</i> , p. 26. Retrieved from Factiva database.	Newspaper article Enter "August 11" in the Issue field. Enter "Factiva database" in the URL field.

Government Publications

Elements of the citation

Author(s) of report – (person or organisation), use & for multiple authors. (Year of Publication). *Title of report – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Government report	(Queensland Health, 2005)	Queensland Health. (2005). <i>Health systems review. Final report</i> . Brisbane, Australia: Queensland Government.	Report

Online report	(Australian Institute of Health and Welfare [AIHW], 2010)	Australian Institute of Health and Welfare. (2010). <i>Child protection Australia 2008-09 (Report No. CWS 35)</i> . Retrieved from http://www.aihw.gov.au/publications/cws/35/10859.pdf	Report Enter “Report No. CWS 35” in the Report Number field.
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Thesis

Elements of the citation for a thesis

Author. (Year of preparation of thesis). *Title of thesis – italicised* (Doctoral dissertation or master's thesis, Institution, Location).

Reference type	In-text examples	Reference list example	EndNote reference type
Thesis- retrieved from institutional or personal website	(Axford, 2007)	Axford, J.C. (2007). <i>What constitutes success in Pacific island community conserved areas?</i> (Doctoral dissertation, University of Queensland, Brisbane, Australia). Retrieved from http://espace.library.uq.edu.au/view/UQ:158747	Thesis
Thesis – retrieved from database	(Sheehan, 2007)	Sheehan, L. R. (2007). <i>Destination management organizations: A stakeholder perspective</i> (Doctoral dissertation). Retrieved from Proquest Digital Dissertations. (AAT NR25719)	Thesis

Dataset

Elements of the citation for a dataset

Investigators. (Year). *Title of dataset - italicised* [Description of form]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Dataset	(Pew Hispanic Center, 2004)	Pew Hispanic Center. (2004). <i>Changing channels and crisscrossing cultures: A survey of Latinos on the news media</i> [Data file and code book]. Retrieved from http://pewhispanic.org/datasets/	Dataset
Dataset with DOI	Wong & Langevin, 2007)	Wong, K.K., & Langevin, W.E. (2007). <i>Policy Expansion of School Choice in the American States, 1991-2005</i> [Dataset]. doi:10.3886/ICPSR20427.v1	Dataset

Interview

Elements of the citation for an interview

Note: List the interviewee as the author. Include the interviewer's name in the description.

Name of interviewee (Year). *Title/Interviewer: name of interviewer* [Description of form]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Transcription of a recorded interview, no recording available	(Sparkman, 1973)	Sparkman, C. F. (1973). <i>An oral history with Dr. Colley F. Sparkman/Interviewer: Orley B. Caudill</i> . Mississippi Oral History Program (Vol. 289), University of Southern Mississippi, Hattiesburg.	Unpublished work
Interview recorded and available in an archive	(Barnes, 1969)	Barnes, E. (1969, September 4). <i>Interview with Eva Barnes - Part 1/Interviewer: Studs Terkel</i> [Real Media file]. Retrieved from http://www.studsterkel.org/dstreet.php	Online multimedia
Interview with participant(s), as part of your own research	Do not cite individually, because this could compromise confidentiality. Quote anonymously, for example, "Participant A said".	Do not include in the reference list.	

Webpages

Elements of the citation

Author(s) of page – person or organisation, use & for multiple authors. (Year page created or revised). *Title of page – italicised*. Retrieved from web address. Do not include retrieval date unless the material may change over time (e.g., Wikis).

Reference type	In-text examples	Reference list example	EndNote reference type
Web page - with author	(Atherton, 2005)	Atherton, J. (2005). <i>Behaviour modification</i> . Retrieved from http://www.learningandteaching.info/learning/behaviour_mod.htm	Web Page

Web page - no author	(Behaviour modification, 2007) Use title instead of author name.	<i>Behaviour modification.</i> (2007). Retrieved from http://www.educationalpsychologist.org.uk/behaviour.html	Web Page
Webpage – no date	(Society of Clinical Psychology, n.d.)	Society of Clinical Psychology. (n.d.). <i>About clinical psychology.</i> Retrieved from http://www.apa.org/about/division/div12.aspx	Web Page
Webpage – corporate author	(Queensland Health, 2009) As stated by Queensland Health (2009),	Queensland Health. (2009). <i>Sun safety and physical activity.</i> Retrieved from http://access.health.qld.gov.au/hid/SkinHealth/SunSafety/sunSafetyAndPhysicalActivity_ap.asp .	Web Page
Image on a webpage	The image of the rash (Scarlet Fever Rash Picture, n.d.)	Scarlet fever rash picture [Image] (n.d.). Retrieved from http://www.lib.uiowa.edu/hardin/md/dermatlas/scarletfever.html	Audiovisual material Add “Image” to Type field.

Other Internet Sources:

Elements of the citation

Author. (Year, month day). *Title*, [Type of media]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Podcasts	(Al Zaabi & Bjarnesen, 2006)	Al Zaabi, M. (Producer), & Bjarnesen, T. (Presenter). (2006, November 7). <i>Diabetes in the elderly</i> [Audio podcast]. Retrieved from http://www.abc.net.au/hn/talks/	Audiovisual material Add “Producer” and “Presenter” in manually Add “Audio podcast” to the Type field.
Email or personal communication	K.P.Miles (personal communication, August 6, 2008) Or (L.J. Henderson, personal communication, February 5, 2007)	Not included in reference list, only cited in text.	Entered into text manually
Message posted to a newsgroup, online forum or discussion group	(Winther, 2009)	Winther, M. (2009, January 14). <i>The unconscious is spirit</i> [Online forum comment]. Retrieved from http://groups.google.com/group/alt.psychology.jung/topics?lnk	Web Page Add “January 14” to Last Update Date field Add “Online forum comment” to Type of Medium field.
Blog Post	(Reville, 2006)	Reville, L. (2006, September 5). <i>Where to find fundraising ideas</i> [Web log message]. Retrieved from http://nlrp.blogspot.com/	Blog

Email Discussion List – Web Archive	(Vuinovich, 2001)	Vuinovich, G. (2001, April 4). <i>Report on malaria outbreak</i> [Electronic mailing list message]. Retrieved from http://www.hcmatters.org/VirtualListserv_Archives/HCM/Policy/2001/msg016.html	Web Page Add “April 4” to Last Update Date field Add “Electronic mailing list message” to Type of Medium field.
Eric document (limited circulation book or monograph, from electronic database)	(Alberta Education, 2009)	Alberta Education, Learning and Teaching Resources Branch. (2009). <i>Cree language and culture: 9year program guide to implementation, grades 4-5-6</i> [Monograph]. Retrieved from http://eric.ed.gov/	Web Page Add “Monograph” to Type of Medium field.
Eric document (informally published or self-archived)	(Montgomery, 2009)	Montgomery, J.R. (2009). <i>Using audio books to improve reading and academic performance</i> . Retrieved from ERIC database (ED505947).	Web Page
YouTube video	(University of Queensland, 2010)	University of Queensland. (2010, February 4). University of Queensland dugong conservation research [Video file]. Retrieved from http://youtu.be/m03-Xi-i0ew	Blog

Brochures

Elements of the citation

Author. (Year). <i>Title of brochure</i> . [Brochure]. Place: Use author as publisher. Reference type	In-text examples	Reference list example	EndNote reference type
Brochure	(University of Queensland, Student Services, 2000)	University of Queensland, Student Services, Personal Counselling Program. (2000). <i>Eating disorders</i> [Brochure]. Brisbane, Australia: Author.	Pamphlet

Lecture Notes

Elements of the citation

Name of author(s) or the institution responsible, use & for multiple authors. (Year of publication). *Title and subtitle of publication – italicised*, Name of institution, Location of institution.

Reference type	In-text examples	Reference list example	EndNote
Lecture notes - print	(Johnson, 2008)	Johnson, A. (2008). <i>Week three: Foucault</i> [PowerPoint slides]. Unpublished manuscript, BESC1001, University of Queensland, St Lucia, Australia. List name of city, state and country. Do not include state if listed in university name.	Manuscript Add [PowerPoint slides] manually Add “manuscript” to Type of Work field Add “BESC1001, University of Queensland, St Lucia, and Australia” to the Institution field.
Lecture notes - online	(Johnson, 2008)	Johnson, A. (2008). <i>Week three: Foucault</i> [PowerPoint slides]. Retrieved from BESC1001, University of Queensland Blackboard Online: http://www.elearning.uq.edu.au/	Web Page Add “Week three: Foucault [PowerPoint slides] to the Title field Add “BESC1001, University of Queensland Blackboard Online: http://www.elearning.uq.edu.au/ ” to URL field.

Video or DVD

Elements of the citation

Producer, A.A. (Producer), & Director, B.B. (Director). (Year). *Title of video or DVD – italicised* [Motion picture, DVD, etc.] . Place of origin: Studio.

Reference type	In-text examples	Reference list example	EndNote reference type
Video or DVD	(Smith, 2009)	Smith, S. (Producer). (2009). Excellence in teaching: Lesson planning [DVD]. Plainview, NY : Sunburst Media.	Audiovisual media Add “DVD” to the Type field.

Television programs

Elements of the citation

Writer name(s) (Writer). (Year, month day). [Type of medium.] Place of broadcast: Name of broadcaster

Reference type	In-text examples	Reference list example	EndNote reference type
Television or radio program	(Bryant, 2001)	Bryant, B. (Writer). (2001, September 12). <i>The Bryant medical hour</i> [Television broadcast]. Sydney, Australia: Public Broadcasting Service.	Audiovisual material In Date field, add “September 12”. Add “Television broadcast” to the Type field.

Indirect citation

An indirect citation is when the ideas of one author are published in another author’s text but you have not read or accessed the original author’s work. In the list of References provide the details of the author of the work you have read.

Reference type	In-text examples	Reference list example	EndNote reference type
Indirect citation or secondary source	Miller (cited in Agrios 2005) found it was found (Miller, cited in Agrios 2005).	Agrios, G.N. (2005). <i>Plant pathology</i> (5th ed.) Burlington, MA.: Elsevier Academic Press. Cite the source where you found the citation.	Book Use the relevant reference type for the item you are citing. Add “cited in” manually using “Edit Citation” option.

Direct quotation

A direct quotation reproduces word-for-word material directly quoted from another author’s work, or from your own previously-published work.

If the quotation is **fewer than 40 words**, incorporate it into your paragraph and enclose the quotation in double quotation marks.

If the quotation comprises **40 or more words**, display it in an indented, freestanding block of text, without quotation marks. At the end of a block quotation, cite the quoted source and the page number in parentheses, after the final punctuation mark.

If you have directly quoted words from a source (in inverted commas, or in an indented paragraph), provide the author, year, and specific **page number** for that quotation. (For material without page numbers, give the paragraph number.) Include a complete reference in the reference list.

The citation in the text will look like this: (Smith, 2003, p. 105) or (Brown, 1999, pp. 49-50)

Citing works in non-English languages

If you use the original version of a non-English work, cite the original version. Give the original title, and, in brackets, the English translation.

Example:

Reference type	In-text example	Reference list example	EndNote Reference Type
Journal article from print journal, no DOI	(Guimard & Florin, 2007)	Guimard, P, & Florin, A. (2007). Les evaluations des enseignants en grande section de maternelle sont-elles predictives des difficultes de lecture au cours preparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. <i>Approche Neuropsychologique des Apprentissages chez l'Enfant</i> , 19, 5-17.	Journal article

Citing works in non-English scripts, such as Arabic or Chinese

If you use the original version of a non-English work, cite the original version. Non-Latin alphabets are not used in the reference list in APA Style, so the title needs to be transliterated (that is, converted to the alphabet you are using to write a paper), and then followed by an English translation, in brackets.

Example:

Reference type	In-text examples	Reference list example	EndNote reference type
Book with one author	(Najm, 1966)	Najm, Y. (1966). <i>Al-qissah fi al-adab Al-Arabi al-hadith</i> [The novel in modern Arabic literature]. Beirut: Dar AlThaqafah.	Book

Example from the website of the University of Balamand Library, Lebanon, www.balamand.edu.lb/english/library/APA6thEd.pdf

For complete information about APA Style, consult the manual:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

- Copies are available in UQ Library; details at: <http://library.uq.edu.au/record=b2380885~S7>

The APA website provides answers to ‘frequently asked questions’ about APA style, at: <http://www.apastyle.org/learn/faqs/index.aspx>

More answers can be found on the APA.org blog, at: <http://blog.apastyle.org/apastyle/>



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Together we succeed