

MORAYFIELD STATE HIGH SCHOOL

OUR VISION: Achieving excellence through innovation and integrity; leadership and community.

ACADEMIC INTEGRITY

PURPOSE OF THIS PLAN

This plan outlines Morayfield State High School's expectations of the school community in promoting and maintaining academic integrity. Formerly known as the Assessment Policy, the new concept of Academic Integrity encompasses a far broader range of requirements and is designed to ensure consistency across the school while meeting the requirements of the new Queensland Certificate of Education/Queensland Certificate of Individual Achievement (QCE/QCIA) and the Australian Tertiary Admission Rank.

UNDERSTANDING ACADEMIC INTEGRITY

"Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way" (QCE and QCIA Policy Procedures Handbook 2019 V1.2, QCAA October 2019).

These responsibilities include:

- Development of a plan that adheres to the requirements of governing bodies such as Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum Assessment and Reporting Authority (ACARA), with regards to all assessment.
- Consistent application of the plan and minimisation of potential academic misconduct such as cheating or plagiarising.
- Development of assessment tasks which enable the identification of individual work.
- Use of a consistent method of referencing and adherence to copyright laws.
- Communication and consistent application of assessment submission processes and deadlines.
- Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
- Emphasis of the importance of academic conduct and student's responsibility as a learner, across all areas of the school.



SCOPE OF THIS PLAN

This plan applies to all assessment across all subject and all year levels. To improve clarity, it is broken into the following sections

1. Communication of Assessment Requirements

- a. Assessment Schedules
- b. Task Sheets
- c. Word length
- d. Scaffolding
- e. Drafting
- f. Parent/Student/Teacher communication
- g. Feedback

2. Submission of Assessment

- a. Submission Process- Junior (Year 7, 8, 9)
- b. Submission Process- Senior (Year 10, 11, 12)
- c. School Approved Absences on the Due Date
- d. Oral/Practical Submission
- e. Exam Procedures
- f. Late and Non-Submission

3. Authenticity of Student Work

- a. Quality Assessment Tasks
- b. Plagiarism
- c. False or Misleading information
- d. Referencing
- e. Authenticity Declaration
- f. Use of checkpoints
- g. Use of anti-plagiarism software

4. Access Arrangements and Reasonable Adjustments

- a. Purpose
- b. Process
- c. Examples

5. Illness and Misadventure

- a. Purpose
- b. Process

6. Retention of Completed Assessment

7. Misconduct and consequences

8. Principal Discretion

- a. Appeals
- b. Final Decision

1. Communication of Assessment Requirements

- a. Assessment Schedules:
 - i. All students will have access to the assessment schedule for their year level by Week 3 of each semester, via OneSchool;
 - ii. Due dates on the assessment schedule will refer to “Week beginning” to accommodate for assessment when this subject is taught across multiple classes, timetabled at different times during the week;
 - iii. Specific due dates will be communicated to students in class and documented on the Task/Criteria Sheets.
- b. Task Sheets
 - i. All formal assessment (assessment used for the awarding of an academic result), will have a Task/Criteria Sheet;
 - ii. Task/Criteria Sheets will have
 - i. A *clear* statement of task;
 - ii. The specific *purpose* of the assessment and its context and/or relation to course objectives;
 - iii. Expected format, and length requirement;
 - iv. The audience that should be addressed;
 - v. The criteria that your work will be assessed against;
 - vi. Specific due dates for presentation of drafts and final copy.
- c. Word Length
 - i. Word length and timing must be adhered to for all assessment;
 - ii. Word lengths are determined by the requirements of the assessment task and must comply with ACARA and QCAA guidelines;
 - iii. Students will receive the comment that the response does not meet the required length, if this is not the case;
 - iv. If greater than the word or time limit, the response beyond the word/timing requirement should not be used to award a grade or receive feedback.
- d. Scaffolding
 - i. Scaffolding may include the use of step by step handouts, guides, timelines, templates and checklists that student use to support the process of completing assessment tasks;
 - ii. While part of quality teaching, this process must gradually release support and increase student responsibility to complete work independently. From Year 7 to 12, there must be a significant reduction on the scaffolding processes;
 - iii. Scaffolds must allow for student freedom with responses to ensure the work is their own. Scaffolding should not guide all students to make the same pre-determined response.

e. Drafting

- i. Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the learning that has occurred prior to final assessment;
- ii. Drafts are primarily the evidence on which feedback is based and are not allocated a result;
- iii. Students may only submit one draft per assessment task to ensure that quality feedback, on quality evidence, occurs;
- iv. Teachers may not introduce new ideas, language or research to improve the quality of the students' response;
- v. Teachers may not edit or correct all errors in a draft and instead are to note in the feedback that this is an issue the student needs to address;
- vi. Drafts will be used as evidence of student achievement and awarded a grade, if the final version is not submitted on, or before, the due date.

f. Parent/Student/Teacher communication

- i. Effective communication is the best way to address issues before they become problems. School emails are an effective way of doing this in the school context;
- ii. Students should know their teacher and HODs emails so that they are prepared and able to communicate effectively about any issue relating to assessment;
- iii. The teacher should always be the first point of call for general enquiries. The HOD can address more significant issues or can assist if the classroom teacher is not available;
- iv. Communication regarding assessment issues needs to be documented by the classroom teacher in OneSchool under "Contacts".

g. Feedback

Morayfield State High School believes that feedback on drafts and assessment should have the following indicators:

- i. Timely
Learners are less likely to connect the feedback on how to improve their work, as time passes;
- ii. Specific and unambiguous
Quality feedback is specific, with clear examples and makes links between the students' learning and the criteria for the task;
- iii. Relevant
Feedback should be linked to future success including subsequent units as well as to the world beyond the school;
- iv. Not seen as punishment
Making mistakes and errors is an important part of learning. How we deal with mistakes is a critical point of student growth. The language of feedback must be supportive and promote student engagement in improvement. This is sometimes referred to as "feedforward" and suggests that the step after receiving feedback, is critical;
- v. Written or verbal/ formal or informal.
Feedback should be continuous and considered part of everyday practice. Although most feedback will be verbal and informal, for all assessment there must be some element of formal written feedback. Students are then encouraged to keep this feedback and refer back to it for future tasks.

2. Submission of Assessment

- a. Submission Process- Junior (Year 7, 8, 9)
 - i. All assessment must be submitted on or before the due date;
 - ii. Students in the junior school are expected to submit all assessment to the teacher during class time. This is to ensure evidence has been collected by the due date;
 - iii. Students who are absent from school on the day of their assessment are still expected to submit their work either by email or drop off by a friend or relative and this must be done before the main office (not SSC) closes at 3:15pm;
 - iv. Students who are too ill or affected by circumstances beyond their control, should refer to the Illness and Misadventure section of this plan.
- c. Submission Process- Senior (Year 10, 11, 12)
 - i. All assessment must be submitted on or before the due date;
 - ii. It is the students' academic responsibility to ensure the work has been received by the due date. This is particularly important when work has been emailed in. Work submitted electronically must be sent before 3:00pm on the due date;
 - iii. If the work cannot be submitted electronically, it must be either submitted to the teacher, HOD or main office by 3:00pm on the due date;
 - iv. Students who are absent from school on the day of their assessment are still expected to submit their work on or before the due date;
 - v. Students who are too ill or affected by circumstances beyond their control, should refer to the Illness and Misadventure section of this plan.
- d. School Approved Absences on the Due Date
 - i. School approved absences relate to school/education approved activities such as excursions, school sport, work experience, School Based Apprenticeship/Traineeship and TAFE;
 - ii. Regardless of the reason, assessment is still due on or before the due date;
 - iii. Should the assessment be for an examination, the issue of exam integrity needs to be considered by the HOD;
 - iv. When there are concerns due to the nature of the exam, a comparable exam may need to be issued to the student;
 - v. While the student is responsible for communicating with their teacher about the upcoming school approved absence and the need to arrange an earlier time to complete the exam, the teacher is expected to monitor the school calendar and internal communications to assist with proactively supporting this process.
- e. Oral/Practical Submission
 - i. All oral/practical assessment is to be submitted to the teacher during the lesson on the due date. Students may also need to submit documentation for this task and teachers will clarify the timing and process in relation to this;
 - ii. When pre-recorded evidence of oral/practical assessment is permitted, it is also due during or before the lesson;
 - iii. Students who are too ill or affected by circumstances beyond their control, should refer to the Illness and Misadventure section of this plan.
- f. Exam Procedures
 - iv. Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses;

- v. Students should arrive at the exam room promptly, in full school uniform and if during an exam block, at least 10 minutes prior to the exam;
 - vi. It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any other items such as mobile phones, Apple watches, computers/iPads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.;
 - vii. Student may not communicate with anyone other than the exam supervisor during the exam;
 - viii. Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor;
 - ix. To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- b. Inability to Complete an Exam on the Due Date
- i. Illness and Misadventure
Students who are unavoidably absent due to illness or emergency on the day of their exam, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD. This is in addition to contacting the school absence line or email for the general school absence. Students will be given the opportunity to complete the exam on their return to school to maintain the exam integrity. Whether the results of this are included in allocating a grade, will depend upon the outcome of their application;
 - ii. School Approved Absence
Students who are involved in a school approved absence on the day of their exam, need to have ensured they have made arrangements with their teacher to complete this exam prior to their absence (See Section 2.c School approved absences on the due date). The HOD will need to decide if the student needs to sit a comparable exam to ensure the integrity of the assessment. Students with absences in excess of 10 days must also apply for an exemption from school;
 - iii. Absent Due to Suspension
Students who have been suspended from school during a scheduled exam are required to make contact with the respective HOD who will arrange for the student to sit the exam on the scheduled date, in the SSC;
 - iv. Non-School Approved Absence
Students who are involved in a non-school related absence on the day of their exam such as leaving early for a holiday, must have their parent/carer submit a request to the Principal for the opportunity to complete the exam before they leave. The outcome of this request will depend on the:
 - evidence already available as credit towards the task e.g. completed revision exam, drafts;
 - potential disparity between evidence currently available and typical standard for the student;
 - length of notification of the need to sit the exam early;
 - nature of the exam and feasibility of creation of a comparable exam;
 - potential impact on the integrity of the exam for the main cohort.
- g. Late and Non-Submission

- i. All assessment must be submitted on or before the due date;
- ii. When the assessment is not submitted by the due date, teachers will use other evidence such as drafts, student notes, revision tests and teacher observations to award a result;
- iii. Late submissions will not be accepted;
- iv. When there is no evidence on or before the due date, a result cannot be awarded (QCE/QCIA Policy Handbook, Section 8.5.1);
- v. Students may apply for an AARA (see section 4 of this plan) or Illness and Misadventure (see section 5 of this plan) if there are grounds for a new due date to be established.

3. Authenticity of Student Work

- a. Quality Assessment Tasks
 - i. Assessment tasks including exams, must be designed and administered fairly and equitably so that no student or class is given an unfair advantage.
- b. Plagiarism
 - i. All work submitted for assessment must belong to the student;
 - ii. If plagiarism is suspected, the student will be given the opportunity to prove ownership of the work;
 - iii. Only the parts that can be identified as the students' work, will be used to award a result/grade.
- c. False or Misleading information
 - i. All research data must be true and accurate;
 - ii. If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity;
 - iii. Only the parts that can be identified as authentic, will be used to award a result/grade.
- d. Referencing
 - i. Students must appropriately acknowledge in their work the inclusion or use of others' ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of the APA Referencing System;
 - ii. In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet;
 - iii. Information on the APA Referencing System is available online, from class room teachers and from the school library.
- e. Authenticity Declaration
 - i. To further verify the ownership of assessment tasks, student must sign an Authenticity Declaration. This will be included either on the task sheet or as a separate component of the assessment documentation.
- f. Use of checkpoints
 - i. Teachers will allocate checkpoints during the assessment process to provide scaffolding of activities, create opportunities for feedback, to provide evidence of student ownership of the work and to collect evidence towards the task in case the student fails to submit the completed task on or before the due date;
 - ii. Academic Integrity is demonstrated by meeting not only due dates but check points and drafting dates.
- g. Use of anti-plagiarism software

- i. Where the authenticity of student work is questioned, teachers may use anti-plagiarism software to check for ownership;
 - ii. Students may also wish to use these programs to check their work prior to submission.
4. Access Arrangements and Reasonable Adjustments
 - a. Purpose
 - i. Morayfield State High School recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably;
 - ii. Formally known as Special Provisions, Access Arrangements and Reasonable Adjustments (AARA) are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment;
 - iii. An AARA must be planned as early as possible to remove these barriers;
 - iv. Students are not eligible for an AARA for:
 - unfamiliarity with the English language;
 - matters that could have been avoided such as misreading a task sheet or exam timetable;
 - matters of the students' or family's choosing such as family holidays.
 - b. Process
 - i. Students, parents or staff may identify a student as requiring an AARA;
 - ii. The application form for an AARA is available on the school website or from the HODs/HOSES/GO and DPs;
 - iii. The form requires a Student Statement outlining how the student's disability, impairment and/or medical condition affects them in terms of assessment;
 - iv. Supporting evidence must also be submitted which may include but is not limited to prior recognition of a verified disability, as medical report, a police report, official notices or psychologist's assessment;
 - v. Parent/carers must also sign the form indicating their support of the application. For students in the senior phase of learning, this signature is also needed to provide their permission for information to be shared with the Queensland Curriculum and Assessment Authority;
 - vi. Applications are submitted to the year level Deputy Principal for consideration. They may also request a meeting to discuss the submission;
 - vii. The student and parent/carer will receive written notification of the AARA application outcome as soon as possible;
 - viii. Approved AARAs will be documented in OneSchool under "Support Provisions" and relevant classroom teachers notified;
 - ix. In Year 11 and 12, AARA applications for summative assessment in Units 3 and 4, may need the approval of the Queensland Curriculum and Assessment Authority. The school will manage this process once the AARA application has been submitted to the Deputy Principal.
 - c. AARAs may include, but are not limited to:
 - i. Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience;

- ii. The AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. Student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

5. Illness and Misadventure

a. Purpose

- i. An Illness and Misadventure provision is a specific form of AARA which is required due to short term unavoidable and unexpected events which may impact on a student's ability to complete assessment by the due date. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues;
- ii. Students are not eligible for Illness and Misadventure for:
 - Matters that could have been avoided such as misreading a due date or exam timetable;
 - Matters of the student's or family's choosing such as family holidays;
 - Matters that are long term and/or reoccurring. This should be addressed through the main AARA arrangement. (see Section 4. Access Arrangement and Reasonable Adjustment).

b. Process

- i. Students, parents or staff may identify a student as requiring an Illness or Misadventure provision;
- ii. The application form for this is available on the school website or from the HODs/HOSE and GO;
- iii. The form requires a Student Statement outlining how the illness or misadventure has affected the student's ability to complete the assessment by the due date;
- iv. Supporting evidence must also be submitted which may include but is not limited to notes from parents, medical reports, official notices or psychologist's assessment;
- v. According to the QCE/QCIA Policy Handbook 2019, supporting medical reports for Illness and Misadventure in Year 11 or 12, must include:
 - i. *The illness, condition or event;*
 - ii. *Date of diagnosis, onset or occurrence;*
 - iii. *Symptoms, treatment or course of action related to the condition or event;*
 - iv. *Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment;*
 - v. *For non-medical claims, written evidence from a relevant independent professional or other independent third party such as a witness or police report;*
- vi. Parent/carers must also sign the form indicating their support of the application;
- vii. Applications are submitted to the subject area HOD or in some cases, GO, not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student;
- viii. Applications can be submitted from 14 days before the assessment to 7 days after. If the absence is expected or planned based on a long term or reoccurring issue, an AARA may be more suitable;

- ix. The student will receive notification of the Illness and Misadventure outcome as soon as possible;
 - x. Outcomes will be for either an extension or exemption. However exemptions are not applicable for Vocational Education and Training certificates, General or Applied Studies in Year 11 or 12;
 - xi. Approved Illness and Misadventure applications will be documented in OneSchool under “Support Provisions” and classroom teachers notified by the approving HOD;
 - xii. In Year 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the application has been submitted to the HOD but the final decision will sit with QCAA and not the school.
6. Retention of Completed Assessment
- Refer to the Curriculum, Assessment and Reporting Plan for information relating to the retention of completed student assessment. There are specific requirements for retention of assessment completed under ACARA, VET sector and QCAA approved syllabi.
7. Misconduct and consequences
- Breaches will be recorded as behaviour incidents in OneSchool. Depending on the severity of the breach, additional consequences such as detentions or community service may be implemented.
8. Principal Discretion
- a. Appeals
- Appeals for decisions based on the Academic Integrity Plan, can be taken to the Principal for their review;
- b. Final Decision
- While the Academic Integrity Plan is designed to establish a clear and consistent approach to the management of assessment at Morayfield State High School, the Principal maintains the right to make the final decision in all matters relating to school based assessment.

Morayfield State High School is committed to raising socially, morally and ethically mature young people who understand and accept their responsibilities as learners. We would like to thank all members of the school community for your support to maintain the highest levels of academic integrity.

Further information

AARA Application Form

Illness and Misadventure Application Form

APA Referencing System

QCE/QCIA Policy Handbook