Cairns School of Distance Education
Global Learning

Prep - Year 9 Assessment Policy

Assessment Policy: Prep to Year 9

Scope of this policy

Assessment processes and procedures for students enrolled at Cairns School of Distance Education (Cairns SDE) in prep to year 9.

Purpose of this policy

This policy guides and supports successful completion and submission by students of learning and assessment aligned to the Australian Curriculum. It clarifies expectations for assessment completion, submission and consequences for non-compliance to ensure:

- clarity around the expectations of students, teachers, home tutors, supervisors and parents/carers
- integrity in the assessment that contributes towards subject grades published in semester reports
- comparability in assessment processes and procedures across all subjects Years Prep–9
- equity for all students

Principles of this policy

Cairns SDE expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described in each syllabus. Assessment is:

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

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

Note: Dates and times in this policy and all aligned with Cairns SDEs local time (Australian Eastern Standard Time – AEST) and the Queensland State Schools calendar.

Table of Contents

General responsibilities

1. Deliver and participate in learning and assessment as timetabled in each subject's Work Rate Calendar (WRC), aligned with the Queensland state schools calendar dates and Australian Eastern Standard Time.
2. Refer to the latest version of this policy via the Cairns SDE website.
3. Meet expectations for engaging in learning and assessment and ensuring integrity in the evidence used for reporting.

Students are responsible for:

Prep - Year 3

- Trying your best in lessons and activities each week
- Following your Work Rate Calendar with help from your parent/carer or home tutor
- Uploading or sharing your work the way your teacher asks (e.g., in QLearn) by 2.30 pm on the due date
- Telling your teacher (or asking a grown up to tell them) if you are sick or something happens that makes it hard to finish your work
- Using your own words and ideas. If someone helps you, say how they helped

Years 4–6

- Planning your week using the WRC and set reminders for checkpoints, drafts and summative due dates (2.30 pm)
- Submitting drafts on time to receive feedback and use them to improve your work
- Keeping copies of your work and do not change it after you submit
- Letting your teacher know early if something outside your control will affect a due date (e.g., illness or misadventure)
- Making sure the work you submit is your own and acknowledge any help or sources used

Years 7–9

- Managing time to meet all checkpoints, drafts and summative due dates published in the WRC (2.30 pm for non-supervised tasks like projects and assignments)
- Submitting one draft by the due date to receive feedback. (late drafts may not receive feedback)
- Participating in authentication processes (e.g., submitting drafts, providing work samples or screenshots, signing declarations of authenticity, completing a brief interview if requested)
- Using correct referencing and submit work through QLearn and/or plagiarism-detection software when directed
- Informing your teacher promptly when illness or misadventure impacts your ability to meet a due date and follow the extension process

Teachers are responsible for:

Prep–Year 3

- Providing explicit modelling, visual examples and step-by-step scaffolds suitable for early years learners
- Communicating with parents/carers or home tutors weekly about expectations, supports and upcoming due dates
- Providing weekly live/recorded lessons and asynchronous materials in QLearn that will support assessment
- Providing feedback on one draft (if required by task) within 5 working days when submitted by the draft due date
- Recording contacts, non-submission and adjustments in OneSchool as per school SOPs

Years 4–6

- Explicitly teaching planning strategies (e.g., unpacking task sheets, setting mini-deadlines)
- Publishing WRCs and update promptly when changes are approved; notify students and parents/carers
- Using checkpoints to monitor progress and authenticate work
- Providing feedback on one draft per task within 5 working days when submitted by the due date; feedback does not rewrite student work
- Recording evidence, feedback and results in QLearn and OneSchool in line with school processes

Years 7–9

- Providing clear assessment conditions and exemplar responses where appropriate
- Publishing and maintaining WRCs; communicate approved changes immediately
- Using a range of authentication strategies including draft checks, progress uploads and plagiarism-detection where directed
- Providing feedback within 5 working days for formative drafts and within 5 working days for summative tasks
- Recording submissions/non-submissions and contacts in OneSchool and maintain mark books as per school requirements

Subject Area Heads of Department are responsible for:

Quality assurance of assessment instruments and alignment to Australian Curriculum.

Prep–Year 3

- Approving WRCs and assessment timelines; ensure accessibility of tasks for early years
- Monitoring draft/feedback timelines and OneSchool records; intervene where systemic issues arise
- Approving changes to assessment materials and timelines; ensure communication to stakeholders

Years 4–6

- Quality-assuring instruments for alignment with year/band plans and assessable elements
- Overseeing consistent use of checkpoints and scaffolding; ensure equitable conditions
- Supporting teachers with complex extension or authenticity cases

Years 7–9

- Ensuring processes for accurate and reliable marking; monitor data collection and reporting
- Overseeing use of plagiarism-detection and authentication processes appropriate to the year level
- Approving extensions for summative tasks in consultation with teachers
- Ensuring decisions are recorded in OneSchool and school trackers

▦ Work Rate Calendars (WRC)

WRC's outline and guide student learning by providing key learning actions and dates - including assessment timelines.

Students are responsible for:

Prep–Year 3

- Following their Work Rate Calendar with help from their parent/carer or home tutor
- Knowing the important days this week (checkpoints) and trying their best to be ready
- Telling their teacher (or asking a grown up) if something makes it hard to finish work on time

Years 4–6

- Planning your week using the WRC and set reminders for checkpoints, drafts and summative due dates (2.30 pm)
- Checking announcements for any approved changes and adjusting your plan
- Asking early for help if you are falling behind

Years 7–9

- Self-managing WRC milestones and keeping a personal tracker (calendar/app)
- Monitoring teacher announcements/emails for approved changes and updating your plan
- Balancing commitments to ensure you are available on due dates

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Establishing daily routines and a quiet space for learning
- supervise learning time
- Supporting your child to follow the WRC and submit work by 2.30 pm
- Modeling ethical learning (doing your own work) and talking about why honesty matters
- Informing the school early about illness or misadventure and providing supporting documents where needed

Years 4–6

- Helping your child plan their week (e.g., use a wall calendar or digital reminders)
- Checking that drafts and checkpoints ("send-ins") are submitted by due dates
- Encouraging your child to read and act on teacher feedback independently
- Contacting the subject teacher if concerns arise to request support early

Years 7–9

- Monitoring progress and promoting increasing independence while maintaining oversight of due dates
- Discussing academic integrity (referencing, no sharing answers) and supervise at-home exams when required
- Supporting extension requests by helping gather documentation; ensure communication with the school is timely

Teachers are responsible for:

Prep–Year 3

- Introducing the WRC in simple language and highlighting key dates each week
- Notifying parents/carers of approved changes promptly and record significant contacts in OneSchool

Years 4–6

- Teaching students how to read and use the WRC (checkpoints, drafts, summative)
- Publishing and keep WRC current; communicate SA HoD-approved changes immediately

Years 7–9

- Publishing WRC at unit start aligned to Queensland state school calendar and AEST
- Recording non-submission patterns linked to WRC milestones in OneSchool and notify SA HoD as required

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Approving WRCs and ensuring accessibility for early years
- Monitoring updates and communication to families & intervening where systemic issues arise

Years 4–6

• Quality-assuring alignment to band plans and oversee equitable timelines across classes

Years 7–9

• Ensuring accurate and timely communication of approved changes
• Monitoring work returns and attendance implications

⚛ Drafts

Students are responsible for:

Prep–Year 3

• Sharing a practice piece (draft) if your teacher asks so that adults may help you check your work, remembering to use your own words
• Turning in your draft when the teacher asks so they can give you tips

Years 4–6

• Submitting one draft by the due date to receive feedback within 5 working days
• Using feedback to improve your summative response; ask questions if unsure
• Requesting a draft extension from your teacher before the due date if illness/misadventure occurs

Years 7–9

• Submitting one draft by the due date for feedback and authentication (progress evidence/screenshots if requested)
• Acknowledging sources and ensuring the draft is your own work
• Using correct referencing where applicable

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

• Encouraging independent attempts
• Supporting with reading instructions and uploading
• Avoiding rewriting
• Modeling how to think about feedback instead

Years 4–6

• Prompting on the draft due date
• Encouraging your child to act on feedback independently

Years 7–9

• Monitoring timeliness and authenticity
• Discussing referencing and ethical help

Teachers are responsible for:

Prep–Year 3

• Providing exemplars - sentence starters and visuals as appropriate
• Giving feedback on one draft (where required) within 5 working days when submitted by the due date

Years 4–6

• Setting explicit draft expectations (outline > near-complete as per task)

• Providing feedback without compromising authenticity (no rewriting or new ideas)

Years 7–9

- Using a range of feedback modes
- Recording draft receipt/feedback
- Following up non-submission per school process

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Monitoring feedback timelines and appropriateness of scaffolding

Years 4–6

- Ensuring consistent draft expectations and feedback quality across classes

Years 7–9

- Overseeing compliance with draft policy
- Supporting authentication processes including plagiarism detection where directed

∞ Feedback

Students are responsible for:

- Submitting **drafts by the due date** published in the Work Rate Calendar to be eligible for feedback
- Reviewing feedback provided and use it to **refine their response**. For example:
    - consider other aspects of the text, report, or performance they are creating or responding to
    - develop their response to show more awareness of the audience
    - give priority to the most important points by rearranging the sequence and structure of ideas
    - conduct further investigation to support an argument or communicate meaning
    - edit their response to meet task requirements such as word length or page count
    - include more accurate referencing
- Maintaining **authenticity** of work - feedback is guidance, not rewriting
- Using feedback to ensure their response meets the required length as indicated in the assessment instrument
- Engaging with teachers if clarification is needed on feedback strategies or task requirements

Teachers are responsible for:

- Distributing WRCs at the start of each unit, clearly indicating **draft due dates**
- Providing feedback on **a maximum of one draft per assessment instrument**:
- Feedback may be staged but **final feedback within 5 working days** if draft submitted on time.
- Feedback is **not marking**—no grades allocated
- Ensuring feedback does **not compromise authenticity**:
- Do not add new ideas, language, or research
- May highlight key errors and suggest editing strategies without rewriting
- Using a range of feedback strategies (written, verbal, questioning, whole-class summary)
- Advising students during feedback if their draft exceeds or falls short of the required length
- Recording feedback and draft submission in QLearn, QLearn, Canvas course course
- Referring to **Cairns SDE Standard of Practice (SOP) #12** for timelines (Formative: 5 days &
- Summative: 5 days)
- Contacting the home tutor and/or parent/carer if no draft is submitted and scheduling an interview with the Subject Area HoD if required

Subject Area Heads of Department are responsible for:

- Approving WRCs and any changes to draft or feedback timelines
- Monitoring teacher compliance with feedback policy and timelines
- Ensuring feedback processes align with QCAA requirements and school SOPs
- Supporting teachers in maintaining authenticity and quality assurance of feedback
- Intervening if systemic issues arise (e.g., repeated late feedback or non-submission of drafts)

👍 Supports

Students are responsible for:

Prep–Year 3

- Joining lessons and asking for help
- Using visuals and checklists your teacher provides

Years 4–6

- Attending live/recorded tutorials
- Using scaffolds and checkpoints to stay on track

Years 7–9

- Engaging with asynchronous materials and tutorials
- Using supports in your Personalised Learning Record (PLR)

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Providing supervision and a routine
- Communicating barriers (illness, access) early

Years 4–6

- Encouraging help-seeking
- Ensuring access to required resources/assistive technologies

Years 7–9

- Supporting Personal Learning strategies (OS)
- Monitoring that supports aid learning, not completion of work by others

Teachers are responsible for:

Prep–Year 3

- Providing high-scaffolded tasks matched to developmental level; adapt to PLR

Years 4–6

- Using checkpoints to monitor progress
- Providing feedback and authenticate work

Years 7–9

- Reducing scaffolding over time
- Documenting supports in student's OS Learning Record tab and referring to HoD where barriers impact engagement

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Ensuring support is developmentally appropriate and consistently implemented.

Years 4–6

- Overseeing checkpoint use and equity of access across classes

Years 7–9

- Initiating wellbeing support and attendance processes when support needs impact participation

▤ Completing assessment

Students are responsible for:

Prep–Year 3

- Uploading/sharing work as directed by on the due date
- Saying how an adult helped if they did

Years 4–6

- Submitting non-supervised tasks by 2:30 pm
- Keeping a copy and not editing after submission
- Completing supervised tasks with a parent/carer or supervisor

Years 7–9

- Following task conditions (format, referencing)
- Submitting on time
- Attending supervised assessments at the approved date/time
- Using only permitted resources

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Assisting with uploading and ensuring a quiet space for supervised tasks

Years 4–6

- Supervising supervised tasks when required, without interpreting or answering for the student

Years 7–9

- Ensuring conditions are met for supervised tasks
- Supporting timely submission and integrity

Teachers are responsible for:

Prep–Year 3

- Providing clear, age-appropriate task sheets and submission instructions

Years 4–6

- Stating permitted resources/conditions
- Ensuring access to QLearn
- Communicating approved changes promptly

Years 7–9

- Providing explicit assessment conditions
- Recording submissions/non-submissions and maintaining mark books as required

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Approving exceptions to usual submission methods in rare, justified cases

Years 4–6

- Monitoring consistency of task conditions across classes

Years 7–9

- Ensuring integrity of supervised processes

⬡ Non-submission of assessment

Students are responsible for:

Prep–Year 3

- Sharing some work by the due date so your teacher can see your learning

Years 4–6

- If you cannot submit the summative task, ensuring evidence exists by the due date (drafts, checkpoint work, notes)

Years 7–9

- If you cannot submit the summative task, ensuring evidence exists by the due date (drafts, checkpoint work, notes)
- Understanding that, if insufficient evidence exists by the due date/time, no result can be awarded for that task

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Notifying the teacher early if illness/misadventure affects submission - provide supporting information
- Assisting with extension processes where eligible

Years 4–6

- Notifying the teacher early if illness/misadventure affects submission - provide supporting information
- Encouraging submission of partial evidence by the due date when summative cannot be submitted
- Assisting with extension processes where eligible

Years 7–9

- Notifying the teacher early if illness/misadventure affects submission - provide supporting information
- Supporting timely communication with the school
- Assisting with extension processes where eligible

Teachers are responsible for:

Prep–Year 3

- Using available evidence to make a professional judgement
- Recording non-submission in OneSchool and contacting parents/carers if no evidence is received
- Assisting with extension processes where eligible

Years 4–6

- Basing judgements on evidence available by the due date/time
- Recording non-submission in OneSchool and contacting parents/carers if no evidence is received

Years 7–9

- Applying policy consistently
- Documenting contacts and referring patterns to HoD
- Recording non-submission in OneSchool and contacting parents/carers if no evidence is received
- Assisting with extension processes where eligible

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Monitoring cases to ensure equity and communication with families

Years 4–6

- Overseeing consistency of decisions and escalation pathways

Years 7–9

- Linking non-submission patterns to attendance processes and wellbeing supports
- Assisting with extension processes where eligible

⠿ Response length

Students are responsible for:

Prep–Year 3

- Aiming for the amount your teacher asks (pages/time)

Years 4–6

- Meeting the word/time/page requirement, if over the limit, teachers will not mark beyond it

Years 7–9

- Documenting the length as required - In supervised tasks (e.g., exams) you may redact (remove words) to match the limit before marking if needed

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Encourage concise responses appropriate to age
- Avoiding dictated or copied answers

Years 4–6

- Prompting your child to edit within limits
- Supporting time management rather than rewriting

Years 7–9

- Discussing editing strategies and time limits for supervised tasks without modifying the student's work

Teachers are responsible for:

Prep–Year 3

- Using age-appropriate indicators of length and communicating expectations clearly

Years 4–6

- Advising during drafts if length is outside requirements
- For summative, annotate where reading stops beyond the limit

Years 7–9

- Applying length rules consistently
- Allowing redaction in supervised tasks before judgement is made

Subject Area Heads of Department are responsible for:
Prep–Year 3

• Checking that tasks specify appropriate length expectations

Years 4–6

• Quality-assuring length requirements across year levels

Years 7–9

• Monitoring consistent application of length rules across subjects

Applying for early submission

Students are responsible for:

Prep–Year 3

• Asking a grown up to tell your teacher if you will be away and need to finish early

Years 4–6

• Emailing your teacher before the due date with the reason and proposed (new) date
• Protecting fairness for others (e.g., not sharing with other students)

Years 7–9

• Requesting early submission for assignments via your teacher - for supervised tasks, your teacher may need to coordinate to maintain integrity

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

• Notifying the teacher early if family commitments affect due dates

Years 4–6

• Supporting your child to request early submission with sufficient notice and information

Years 7–9

• Planning ahead and supporting arrangements that maintain academic integrity for supervised tasks

Teachers are responsible for:

Prep–Year 3

• Considering feasibility and maintaining fairness
• Recording decisions in OneSchool as required

Years 4–6

• Approving/declining unsupervised instruments (e.g., assignment) early submissions based on integrity
• Recording and informing stakeholders

Years 7–9

• For supervised tasks, collaborating with colleagues before approval
• Recording decisions and conditions

Subject Area Heads of Department are responsible for:

Prep–Year 3

• Supporting case-by-case decisions where fairness is impacted

Years 4–6

- Overseeing consistency of approvals across classes

Years 7–9

- Ensuring early submission processes do not compromise academic integrity or create inequity

✕ Applying for extension

Students are responsible for:

Prep–Year 3

- Asking a grown up to help you tell the teacher early if you are sick or something big happens

Years 4–6

- For checkpoints/drafts - emailing your teacher before the due date with reason and days requested
- For summative tasks - emailing an Application for Assessment Extension with evidence of work to date to your subject teacher

Years 7–9

- Acting early:
    o Email the correct person before the due date
    o Subject Teacher for checkpoints/drafts/formative tasks
    o Subject Area HoD for summative tasks
- Explaining clearly - State the reason and number of extra days requested
- Attaching evidence:
    o Include proof of work done so far
- Using the right form
- Following up - Check your email for confirmation within 1 working day and meet any new conditions set

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Assisting with communication and providing supporting information where required

Years 4–6

- Helping gather documentation
- Ensuring applications are submitted before the due date

Years 7–9

- Supporting the student to compile evidence
- Monitoring new conditions/dates communicated by the school if approved

Teachers are responsible for:

Prep–Year 3

- Responding promptly to requests
- Applying fairness and documenting decisions as required

Years 4–6

- Approving/declining checkpoint/draft extensions
- Recording in OneSchool
- Advising parent/carers
- Refer summative applications to Subject Area HoD

Years 7–9

- Acknowledging requests within 1 working day
- For summative tasks, forwarding recommendations to the SA HoD
- Maintaining records

Subject Area Heads of Department are responsible for:
Prep–Year 3

- Deciding on summative extensions
- Communicating outcomes and recording in OneSchool

Years 4–6

- Approving summative extensions; set conditions and ensure decisions are tracked consistently

Years 7–9

- Consulting teacher,
- Approving/declining application
- Communicating conditions and recording decisions in trackers and OneSchool

≫ Extension Eligibility guide

Eligible reasons	Non- Eligible reasons

- Illness (short term)
  - cognitive
  - physical
- misadventure
  - unforeseen circumstances where the student has no control e.g., Accident, death of a family member
	- unfamiliar with the English language
	- teacher absence or other teacher-related difficulties
	- matters that the student could have avoided, e.g., misreading an exam timetable, misreading instructions in examinations
	- timetable clashes
	- matters of the student's or parent's/carer's own choosing, e.g., family holidays, sporting events
	- matters that the school could have avoided, e.g., incorrect enrolment in a subject

Cairns SDE Guide to Extensions for Prep to Year 9

	Prep – Year 9 Australian Curriculum
Checkpoints	Checkpoints • Before the due date, student requests via email to the **Subject Teacher** providing reason (see eligibility p12) and number of days requested (Maximum 2 days) • Teacher acknowledges receipt of request as soon as possible • Teacher determines if an extension will be given and all conditions including the new due date • Subject teacher records contact in OneSchool
Draft	All assessment tasks - Draft • Before the due date, student submits via email to the **Subject Teacher** providing reason and number of days requested (Maximum 3 days) • All supporting documentation is attached to the application - *Evidence of the student's work to date on the task must be provided with the extension application* • **Subject teacher** acknowledges receipt of request as soon as possible • **Subject teacher** determines if an extension will be given and all conditions including the new due date - maximum 1 week, parent/carer is included in email response • **Subject teacher** updates due date in QLearn, Canvas course for student • **Subject Teacher** records contact in OS
Formative Assessment	Beginning of unit to formative due date inclusive: • The **student & parent/carer** inform subject teacher of cases of illness, emergency or misadventure • Submits to **subject teache**r, (via email), a request for extension - providing reason and number of days requested (see eligibility p12) • All supporting documentation is attached to the application - *Evidence of the student's work to date* Within 1 working day of receipt of email • **Subject teacher** determines if an extension will be given and all conditions including the new due date - maximum 5 school days • **Subject teacher** updates due date in QLearn, Canvas course for student • **Subject teacher** emails student & parent/carer • **Subject teacher r**ecords contact in OS

Summative Assessment
(Requires – Application for Assessment Extension Form)
	Beginning of unit to summative due date inclusive:
	• The student informs subject teacher of case of illness or misadventure
	Application
	• Student/parent/care giver completes **Part A** of Application
	• Providing reason (see eligibility p12) and number of days requested - maximum 5 school days (cannot be extended beyond reporting period or into a holiday break)
	• The student/parent/care giver submits, via email, an **Application for Assessment Extension** form (Cairns SDE website: Curriculum) to:
	    • **Years P-3:** Subject teacher
	    • **Years 4-6:** Subject teacher
	    • **Years 7-9:** Subject Teacher
	Attachments
	• **Supporting documentation** must be attached with the application: *Evidence of the student's work to date on the task must be provided with the extension application*
	Subject Area response
	• **Subject Teacher** acknowledges receipt of request within 1 working day of receipt of email
	• **Subject Teacher** determines, if an extension will be given and all conditions including the new due date – Completes **Part B** of Application and forwards to Subject Area HoD
	• **Subject Area HoD reviews the Application before completing Part C**
	• **Subject Area HoD** notifies student, parent/carer & teacher by email of the decision including conditions if approved & reason/s if not approved
	• **Subject teacher** updates due date in QLearn, Canvas course for student if application approved
	• **Subject Area HOD** records contact in OneSchool with referral and adds notes in Student Extension Requests (SLT Teams) profile

🍎 Academic integrity

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

Students are responsible for:

Prep–Year 3

- Using your own ideas and words.
- If someone helps you, tell your teacher who helped and what they did
- Understanding that your teacher needs to see what you know and can do
- Always completing, supervised assessment with an adult on the approved date/time

Years 4–6

- Using simple references when ideas come from books, websites, or other sources
- Not coping, sharing answers, or letting others complete your work
- Always completing, supervised assessment with a home tutor/school-based supervisor/parent/carer on the approved date/time
- Your teacher must be able to see evidence of your own learning to make a fair judgment

Years 7–9

- Always completing, supervised assessment with a home tutor/school-based supervisor/parent/carer on the approved date/time
- Referencing all sources correctly and avoid plagiarism, collusion, or the use of unapproved AI tools
- Participating fully in authentication processes such as drafts, checkpoints, logs, and interviews.
- Uploading work through plagiarism detection platforms when directed
- Understanding that if your teacher cannot confirm the work is your own, you may be asked to demonstrate your knowledge or only the verified parts of your work can be used for assessment
- Acknowledging that academic misconduct including the inability to confirm authenticity may on impact on academic outcomes

Parents/Carers, Home tutors and School-based supervisors are responsible for:

Prep–Year 3

- Encouraging honest effort, independence, and age appropriate ownership of learning
- Supporting the school if concerns about authorship arise
- Meeting the explicit requirement that supervised assessment is completed in the presence of home tutor/school-based supervisor/parent/carer on the approved date/time

Years 4–6

- Providing help that supports understanding without giving answers or completing work for the student
- Ensuring the student's work reflects their own knowledge and skills so teachers can make accurate judgments
- Meeting the explicit requirement that supervised assessment is completed in the presence of home tutor/school-based supervisor/parent/carer on the approved date/time

Years 7–9

- Reinforcing ethical use of technology, sources, and AI tools
- Ensuring any tutors or supervisors follow task conditions and do not compromise authorship
- Understanding that if a teacher cannot verify a student's authorship, the student may need to complete additional tasks to demonstrate their learning
- Meeting the explicit requirement that supervised assessment is completed in the presence of home tutor/school-based supervisor/parent/carer on the approved date/time

Teachers are responsible for:

Prep–Year 3

- Teaching and model what "own work" looks like using age appropriate examples
- Providing clear guidance to families when concerns about authorship arise
- Taking reasonable steps and actively supervising responses to collaborative tasks

Years 4–6

- Teaching basic referencing skills and expectations for ethical collaboration
- Monitoring student work to ensure authorship is clear and consistent
- Taking reasonable steps and actively supervising responses to collaborative tasks

Years 7–9

- Taking reasonable steps and actively supervising responses to collaborative tasks
- Implementing authentication strategies such as drafts, checkpoints, interviews, and plagiarism detection tools
- When authorship cannot be established, providing opportunities for students to demonstrate their learning or assess only the verified portions of their work.
- Recording and responding to breaches (Misconduct) in line with school policy

Subject Area Heads of Department are responsible for:

Prep–Year 3

- Supporting teachers and families with clear processes when authorship concerns arise

Years 4–6

- Ensuring consistent expectations for academic integrity and authorship across classes and year levels

Years 7–9

- Overseeing investigations where authorship cannot be established.
- Ensure consistent decision making, consequences, and communication with students and families.
- Confirming that judgments about achievement are based only on verified student work and relevant Marking Guides

When authorship cannot be established:

- The school may:
  - o Give the student a chance to prove the work is their own (e.g., through an online interview or additional evidence).
  - o Make a judgment using only the parts confirmed as the student's own work.
- If authorship cannot be confirmed, the response cannot be used for grading

Note: Submission via EQ username/password constitutes a declaration that the work is the student's own

Common Academic Misconduct (students must avoid):

- Cheating during online or supervised exams
- Collusion (working together when not allowed)
- Contract cheating (paying someone to do work)
- Copying work or sharing answers
- Plagiarism (not referencing sources)
- Fabricating information
- Impersonation or misconduct during supervised online assessments
- Misuse of Artificial Intelligence (AI) tools or applications

Appeals:

- Students who disagree with a grade must:
  - First seek feedback and resolution in collaboration with the subject teacher
  - If still unresolved, submit an Appeal of Assessment Task Grade form to the Subject Area HoD within 3 school days.

Responsibilities for AI use in Assessment

Students are responsible for:

- Using AI tools only as permitted by the task and the Cairns SDE AI Assessment Scale (Levels 1–5)
- Maintaining academic integrity by ensuring all submitted work reflects their own understanding and skills
- Acknowledging AI use transparently in assessment submissions, including prompts and outputs where required.
- Critically evaluating AI-generated content for accuracy, bias, and relevance before integrating it into their work.
- Participating in authentication processes (e.g., drafts, work logs, interviews) to verify authorship when AI tools are used.
- Avoiding unacceptable practices such as submitting AI-generated work as their own or using unapproved AI tools

Parents / Carers / Home Tutors are responsible for:

- Supporting students in understanding ethical AI use and school expectations for assessment.
- Monitoring AI use at home to ensure compliance with permitted levels and conditions.
- Reinforcing the importance of academic integrity and discourage misuse of AI tools.
- Engaging with the school if clarification is needed about AI use in assessment tasks.
- Ensuring any tutors or helpers follow guidelines for drafting and feedback without breaching authenticity.

Teachers are responsible for:

- Clearly communicating AI use permissions and conditions for each assessment task, referencing the Cairns SDE AI Assessment Scale.
- Providing guidance on ethical and critical use of AI, including limitations and potential biases.
- Authenticating student work by requesting drafts, AI interaction logs, or conducting interviews where necessary.
- Ensuring AI use aligns with curriculum intent and does not replace genuine student thinking or effort.
- Recording and report any breaches of AI use expectations as academic misconduct in line with school and QCAA policy.
- Attributing and label any AI-generated content used in teaching materials according to copyright and referencing requirements.

Subject Area Heads of Department are responsible for:

- Approving assessment instruments and confirmation AI use permissions are clearly stated and consistent across subjects.
- Monitoring compliance with AI-related assessment conditions and academic integrity requirements.
- Supporting teachers in managing complex cases involving AI misuse or authorship concerns.
- Overseeing quality assurance processes for authentication, feedback, and AI integration in assessment design.
- Intervening where systemic issues arise (e.g., repeated breaches or unclear AI guidelines).

Application for Assessment Extension Years 5 - 9: Home based student

For Summative Assessment only (inclusive of exams). This form must be submitted **before** the due date.

If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

Supporting evidence of the work completed by the student at the time of submitting this application must be attached to this application.

Part A. To be completed by student & emailed to Subject Teacher & Home Tutor and/or parent.

Student Name		**Year Level**	
Class Teacher			
Subject / Task		**Due Date**	
Extension reason/s: Refer to page 12 for extension reasons that can't be supported			
Requested extension date Maximum 5 school days			

Part B. To be completed by Subject Teacher and forwarded to Subject Area HoD

Date & time application received:	Supporting documentation received: ☐ YES ☐ NO Notes:
Extension Recommended: ☐ YES ☐ NO	Suggested Extension submission due date: Notes:

Part C. To be completed by Subject Area Head of Department

Date & time application received:	Extension Approved: ☐ YES ☐ NO
If not approved, reason must be provided:	
Date Student/School Supervisor/Teacher emailed:	

Actions if approved:

Teacher to update submission date in QLearn - Canvas course for student.

All dates & times are based on local time and date: Cairns, Queensland, Australia (Australian Eastern Standard Time).

Application for Assessment Extension Years 5 - 9: School based student

For Summative Assessment only (inclusive of exams). This form must be submitted **before** the due date.

If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

School-based supervisor to attach supporting evidence of the work completed by the student to date.

Part A. To be completed by student & school-based supervisor and emailed to Subject teacher.

Student Name		Year Level	
Base School Name			
Cairns SDE Subject Teacher Name			
Assessment Task			
Due Date of Assessment			
Extension reason/s:			
	Requested extension date:		
Student Signature		Date:	
School-based Supervisor Name		Date:	

Part B. To be completed by Subject Teacher and forwarded to Subject Area HoD

Date & time application received:	Supporting documentation received: ☐ YES ☐ NO Notes:
Extension Recommended: ☐ YES ☐ NO	Suggested Extension submission due date: Notes:

Part C. To be completed by Head of Department: School-based Enrolments (Years 5 – 11)

Date & time application received:	Extension Approved: ☐ YES ☐ NO
If not approved, reason must be provided:	
Date Student/School Supervisor/Teacher emailed decision:	

Actions if approved:

Years **5-10**: **Teacher** to update submission date in QLearn, Canvas course for student.
Year **11**: **Teacher** to update submission date in QLearn, Canvas course and make the following note in Markbook: "Extension approved for <*IA1/2/3/4*> - <*new submission date*>".
Years **10-11: Subject Area HoD** records in Student Extension Tracker and records contact in OS.
All dates & times are based on local time and date: Cairns, Queensland, Australia (Australian Eastern Standard Time).

Appeal of Assessment Task Grades: Prep - 9

Part A. An attempt to resolve the concerns with the grading must have occurred with the Subject Teacher prior to submitting this document.

This form must be submitted to the Subject Area Head of Department no later than three (3) school days after you have received your assessment result.

Part B. To be completed by student & submitted to Subject HoD

Student Name		
Year Level		
Subject code & class teacher		
Assessment Task		
Assessment Result		
Date Assessment Result was received		
Reason/s for re-marking request		
Student Signature		Date:
Parent/Carer Signature		Date:

Part C. To be completed by Learning Area Head of Department

Consultation occurred with Subject Teacher?	☐　　Yes　　　☐　　No
Outcome of appeal:	
Date Student/Parent/Teacher emailed decision:	

All dates & times are based on local time and date: Cairns, Queensland, Australia (Australian Eastern Standard Time)