



## Assessment Policy

<p>Purpose</p>	<p>Brisbane Boys' College is committed to developing young men with the confidence and capability to change the world.</p> <p>This assessment policy incorporates the roles, responsibilities and the processes and procedures used by Brisbane Boys' College for:</p> <ul style="list-style-type: none"> <li>• promoting academic integrity across the College</li> <li>• managing academic misconduct across the College</li> <li>• applying for AARA (Access Arrangements and Reasonable Adjustments) for Senior School students</li> <li>• meeting deadlines for the submission of internal assessment instruments (including exams)</li> <li>• the administration of external assessment for the Senior School</li> </ul> <p>Consequently, it:</p> <ul style="list-style-type: none"> <li>• provides information to students about expectations for assessment and their responsibilities</li> <li>• includes guidelines and information for staff (including teachers, Heads of Department and Administration) about expectations and their roles and responsibilities</li> <li>• is communicated clearly to teachers, students and parents / guardians</li> <li>• is enacted across all subject disciplines within the school with specific approaches for Junior, Middle and Senior School</li> <li>• is aligned to school and QCAA policies and procedures</li> </ul>	
<p>Scope</p>	<p>The scope of this policy includes reference to Junior School, Middle School, Year 10 and Senior Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses. The roles and responsibilities outlined apply to all Brisbane Boys' College students, parents / carers and staff, and comply with policies and procedures set by the College, ACARA and the QCAA.</p> <p>Detailed policy information specifically related to Senior School processes for AARA and Subject Changes can be found in the Academic Services section on Highlands.</p>	
<p>References</p>	<ul style="list-style-type: none"> <li>• Access Arrangement &amp; Reasonable Adjustment (AARA) Policy</li> <li>• BBC Senior School Subject Changes Policy</li> </ul>	
<p>Review Date</p>	<p>This policy will be reviewed every three years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.</p>	<p>Next Review Date: 1<sup>st</sup> June 2023</p>
<p>Policy Owner</p>	<p>Deputy Headmaster Academic Performance and Innovation</p>	

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## 1.0 Principles

Brisbane Boys' College expectations are grounded in principles of academic integrity and excellence. This includes assessment.

Assessments can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessments should be:

- aligned with curriculum and pedagogy
- accessible and equitable for all students
- evidence-based, using established standards to make defensible and comparable judgements about student learning and achievement; ISMGs will be used in Years 10-12 General Subjects and marking guides will be used in Prep – Year 9.
- transparent, enhancing professional and public confidence in the processes used, the information obtained, and the decisions made
- informative about where students are in the progress of their learning

## 2.0 Formative and Summative assessment completion from P-10

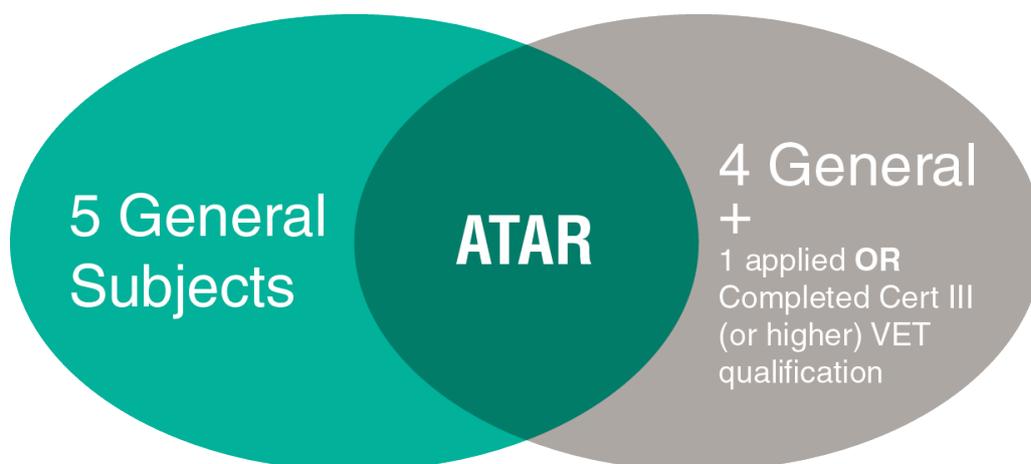
For all subjects, students are expected to engage in the learning of the subject or course of study. This includes the course objectives. Formative assessment is ongoing and may include observations, conversations, group work, homework, drafts etc. Summative work involves assessing student ability to know and understand at a point in time. Students produce evidence of achievement in response to assessment planned for each unit. BBC teachers gather evidence of learning and match this to the relevant standards to make judgements.

## 3.0 Formative and Summative assessment completion in Years 11 & 12

### General and Applied subjects

To achieve an overall result by the end of Year 12, a student must complete Units 1, 2, 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the individual subject. Units 1-4 are used for students to attain their Qld Certificate of Education (QCE) and Units 3-4 are used to rank students on the Australian Tertiary Admissions Rank (ATAR).

## 4.0 ATAR requirements for Year 12 students only



**NOTE:** To be eligible for an ATAR, students must satisfactorily complete a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it will not be mandatory for a student's English result to be included in the calculation of their ATAR.

## 5.0 Promoting academic integrity

Brisbane Boys' College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures support this endeavour.

<b>Policy and Procedures</b>	
<b>Location of policy</b>	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website and in the school's prospectus.</p> <p>Relevant elements and more detailed requirements of the policy are found in Highlands / Academic Services and on the College website.</p> <p>Updates about assessment schedules will be emailed to relevant stakeholders.</p>
<b>Expectations about engaging in learning and assessment</b>	<p>Brisbane Boys' College has high expectations of academic integrity and student learning. Senior and Middle School Academic staff will complete the academic integrity courses and the accreditation courses provided by the QCAA. Brisbane Boys' College encourages all staff to review these courses annually and to apply for QCAA assessor roles.</p> <p>Senior students are required to complete the academic integrity courses provided by the QCAA as directed by the Senior School Curriculum Coordinator.</p> <p>To ensure consistent application of the assessment policy, it will be revisited at the beginning of each semester in CST classes and relevant processes will be revisited at enrolments interviews and during Senior School preparation programs.</p> <p>Brisbane Boys' College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students can demonstrate what they know and can do by the due date when they understand:</p> <ul style="list-style-type: none"> <li>• forward planning – understanding the components of a task and how long each component might take to complete</li> <li>• 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</li> <li>• note-taking and summarising – synthesising research or gathering information into a new idea or summary</li> <li>• referencing – appropriately acknowledging the ideas, work or interpretation of others</li> <li>• choosing appropriate examples – selecting appropriate quotes or examples to support an argument</li> <li>• arguing or communicating meaning</li> <li>• editing – refining their own work</li> <li>• checking – self-assessing compliance with academic integrity guidelines before submitting responses</li> <li>• the whole school community: staff, students, parents and caregivers have roles and responsibilities in this context</li> <li>• that Junior School students are supported through their classroom teacher to undertake the previous steps</li> </ul>

<p><b>Due dates</b></p>	<p><b>School responsibility</b>  Brisbane Boys' College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.</p> <p>Assessment schedules will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents / carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each semester</li> <li>• consider allocation of workload</li> </ul> <p>Students and parents are emailed a welcome note at the beginning of each year to initiate communication by the students teacher.</p> <p>Staff will return assessments to students within three term weeks of submission. The only exception are Mathematics PSMTs.</p> <p><b>Student responsibility</b>  All students will be provided with their assessment schedule for the semester by the end of Week 3 (Middle and Senior Schools) and the beginning of each term for Junior School.</p> <p>Students are responsible for recording these due dates, either in their diaries or electronically, and adhering to them. Due dates refer to week ending to accommodate multiple classes. Students are responsible for planning and managing their time to meet the due dates.</p> <p>Students have access to the Learning How to Learn online course and the ELES Study Skills Handbook through Highlands / Academic Services.</p> <p>Junior School students and parents will communicate with their classroom teacher regarding due dates and completion of work.</p> <p><b>Extensions</b>  Teachers are not able to determine or approve Middle School students' extensions without specific consultation with the relevant Head of Department or Middle School Curriculum Coordinator.</p> <p>Only Heads of Department or the Deputy Head - Academic Performance and Innovation may grant extensions for students in the Senior School.</p> <p>Brisbane Boys' College is required to adhere to QCAA policies about due dates for students completing QCAA Units 1-4.</p>
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<p><b>Submitting, collecting and storing assessment information</b></p>	<p>Assessment instruments will provide information about Brisbane Boys' College arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission. All assessment instruments including drafts will be submitted by the due date via the Assessment Unit in Highlands. For practical assessment items, the teacher will indicate that the student's draft has been completed and the feedback is communicated through Highlands. For larger files in subjects such as Technology and FTVM, specific direction will be given in the Assessment Task.</p> <p>Copies of drafts are to be collected and stored in electronic folios at the time of the draft due date.</p> <p>Plagiarism checks are to be used where necessary.</p> <p>Junior School students are provided with feedback during the assessment process as required.</p> <p><b>Protocols for students naming assessment items.</b> SURNAME – first name – student number – year level - assessment task name (e.g. SMITH John 200000 Y10 English Draft)</p> <p><b>Protocols for teachers labelling assessment tasks in Highlands Mark book</b> Year 7-10 assessment name convention</p> <p>Year level - subject name - year &amp; semester - assessment title (e.g. 10 - English - 2020 Sem 1- Oral)</p> <p>Year 11 and 12 assessment name convention</p> <p>Subject name - unit number - year &amp; IA number - assessment title (e.g. Biology - Unit 1 - 2020 IA1)</p>
<p><b>Appropriate materials</b></p>	<p>Brisbane Boys' College is a supportive and inclusive school. Materials and texts are chosen with care in the context of a boy's school.</p>

## 6.0 Ensuring academic integrity in the Middle and Senior School

Brisbane Boys' College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

Policy and Procedures	
<p><b>Access arrangements and reasonable adjustments including illness and misadventure (AARA) for Students in the Junior School</b></p>	<p>Brisbane Boys' College is committed to creating opportunities for eligible students to demonstrate their learning on the same basis as other students. Access arrangements are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Access arrangements in the <u>Junior School</u> use the processes as outlined by ACARA and QCAA suggestions.</p> <p>Students in the Junior School with assessment adjustments are managed by the classroom teacher in conjunction with the Learning Diversity Team. All evidence of reasonable adjustments should be documented on the student's Learning Adjustment Plan.</p> <p>Students with an injury or illness that require adjustments to their assessments must apply in writing to their classroom teacher who will consult with the Deputy Head of Junior School (Teaching and Learning) about appropriate adjustments.</p> <p>Students for whom English is an additional language will be granted additional time for assessments (including 10 mins/hr for exams) upon commencement at the College and will be reviewed after 12 months.</p>
<p><b>Access arrangements and reasonable adjustments including illness and misadventure (AARA) for Students in the Middle School</b></p>	<p>Brisbane Boys' College is committed to creating opportunities for eligible students to demonstrate their learning on the same basis as other students. Access arrangements are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Access arrangements in the <u>Middle School</u> use the processes as outlined in the QCE and QCIA policy and procedures handbook as a guide.</p> <p>Students in the Middle School with assessment adjustments are managed by the Learning Diversity Team. All evidence of reasonable adjustments should appear on the student's Learning Adjustment Plan and be supported by specialist reports.</p> <p>Students with an injury or illness that require adjustments to their assessments must apply in writing to their Year Team Leader who will consult with the HODs and/or Middle School Curriculum coordinator about appropriate adjustments.</p> <p>Students for whom English is an additional language will be granted additional time for assessments (including 10 mins/hr for exams) and an alternate location for assessments for a period of 12 months upon commencement at the College.</p>

<p><b>Access arrangements and reasonable adjustments including illness and misadventure (AARA) for Students in the Senior School</b></p>	<p>Brisbane Boys' College is committed to creating opportunities for eligible students to demonstrate their learning on the same basis as other students. Access arrangements are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on, will be logged in TASS and the AARA portal online. All AARA applications for summative assessment in Units 3 and 4 require QCAA approval. Please see Academic Services on Highlands for the detailed AARA policy.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with English language</li> <li>• teacher absence or other teacher related difficulties</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parents' / carers' own choosing</li> <li>• matters that the school could have avoided</li> </ul>
<p><b>Scaffolding</b></p>	<p>Scaffolding for assessment is limited to:</p> <ul style="list-style-type: none"> <li>• checkpoints that students can use to manage completion of components of the assessment instrument</li> <li>• guiding students to make predictions and / or reflect on their learning to complete the requirements of the assessment instrument</li> <li>• providing prompts and cues for students about the requirements for their response</li> <li>• exemplars which are centrally administered by HODs / accessible to all eligible students on Highlands. Junior School students will be provided with exemplars by their classroom teachers</li> </ul> <p>When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own. The College has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Head of Department and 2IC and are entered into the school calendar.</p> <p>Across the phases of learning, there will be a gradual release of responsibility for the scaffolding process to the students.</p>

<p><b>Checkpoints</b></p>	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Prompt communication with Heads of Department and parents about potential issues will help resolve any potential assessment completion issues.</p> <p>Junior School teachers will monitor progress throughout the unit of work and will provide students with feedback at appropriate times throughout the assessment process.</p> <p>Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> <li>• clarify assessment expectations for students, e.g. task requirements, how judgments are made</li> <li>• discuss progress towards the task completion</li> <li>• help students develop strategies to submit assessment by the due date</li> <li>• gather evidence on or before the due date</li> <li>• provide points of intervention, if needed</li> <li>• embed authentication strategies</li> </ul> <p>Students are responsible for meeting checkpoints. If checkpoints cannot be handed in by the due dates, the student is to email their teacher prior to the due date. Teachers have discretion, in consultation with the HOD to determine if extension will be granted. If not completed by the due date a Thursday Reflection will be granted and contact will be made with the boy's parent. A Friday Afternoon Reflection will be granted, in consultation with the Deputy Headmaster – Academic Performance and Innovation, if the issue continues.</p>
<p><b>Drafting</b></p>	<p>Drafting is an important part of teaching and learning. Drafting is to be submitted as per syllabus requirements. Types of drafts differ depending on the subject. For example: written draft; rehearsal of a performance piece; or a product in development.</p> <p>Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p>
<p><b>Failure to submit a draft</b></p>	<p>Failure to submit a draft by the required checkpoint for Middle School students, without prior consent, approved extension or documented medical reason, will result in a Thursday Afternoon Reflection.</p> <p>Failure to submit a draft by the required checkpoint for Senior School students completing QCAA Units 1-4, without prior consent or documented medical reason, will result in a Thursday Afternoon Reflection.</p>

<b>Feedback</b>	<p>Feedback on a draft:</p> <ul style="list-style-type: none"><li>• must not compromise authenticity of student response by adding ideas</li><li>• must not edit or correct grammar and spelling - but can note in feedback</li><li>• is provided according to checkpoints on the task conditions</li><li>• is a consultative process, not a marking process</li><li>• will be provided within one week of submission of draft</li><li>• is stored in an accessible location to student and teacher</li></ul> <p>Feedback is given to parents and caregivers by email through TASS about non-submission of drafts and the processes to be followed (see Checkpoints). Applications for extension of draft may be approved by the teacher in consultation with the HOD.</p> <p>It is the student's responsibility to ensure he regularly saves and backs up his work to avoid electronic disruption of his assessment.</p>
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<p><b>Authenticating student responses</b></p>	<p>Accurate judgements of student achievement can only be made on genuine student assessment responses. Brisbane Boys' College uses strategies from the instrument specific template, as appropriate, across all subjects and phases of learning. There are additional Brisbane Boys' College, specific practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> <li>• assessment tasks changed from year to year</li> <li>• internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts</li> <li>• an assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses</li> </ul>
<p><b>Managing non-submission of assessment by the due date</b></p>	<p>Teachers will collect progressive evidence of student responses either through specific assessment task submission page on Highlands or other physical or digital copies as gathered at the prescribed checkpoints. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• unmarked drafts</li> <li>• class work</li> <li>• rehearsal notes</li> <li>• photographs of student work</li> <li>• teacher observations</li> </ul> <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets (for Senior students).</p> <p>If a student is eligible for AARA (Senior students) or Assessment Adjustments (Prep – Y10) and an extension of time is granted, this becomes the new due date for this student.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submissions, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <p>For Applied subjects, an E cannot be awarded when there is no evidence for that standard.</p> <p>For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence</p> <p>In all these cases, the only result that can be awarded is Not Submitted (or NR for Senior students). Parents and YTL / HOD / DHJS are to be notified of the non-submission as soon as practicable.</p> <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.</p>

<p><b>Internal quality assurance processes</b></p>	<p>Brisbane Boys' College's quality management system includes two points of quality assurance in the assessment workflow. The timing of these processes is negotiated within faculties and are entered into the school calendar by the Head of Department. These are:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students and in the case of internal assessment instruments for Units 3 and 4 prior to submission to the QCAA, using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgements about student achievement contributing to results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance processes; this will depend on the size of the cohort, number of classes and Syllabus Guidelines</li> </ul> <p>Internal processes that may occur before students' results are provided, are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example: all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects may be subject to advice from the QCAA.</p>
<p><b>Review</b></p>	<p>The process for assessment marking involves moderation to ensure consistency of outcome for students. Students may, however, request that internal assessment marks be reviewed. The procedure for review is:</p> <p>Student (or parent in the Junior School) to email the teacher regarding their claim for review. This email must identify specifically which areas, according the marking guide or ISMG, require review and the case for review.</p> <p>Teachers, in consultation with the HOD / Deputy Head of Junior School (Teaching and Learning), review the paper according to the designated marking guide / ISMG and decide whether a change of grade is necessary. The HOD may initiate cross marking of the assessment piece. The result of the review will be communicated to the student via email. This process will happen in a timely manner.</p> <p>To escalate the review, a request for further clarification may be emailed directly to the Head of Department in the first instance, and then the Deputy Headmaster – Academic Performance and Innovation.</p> <p>It is important to note that when assessment is reviewed the final mark may remain the same, decrease or increase.</p>

## 7.0 External assessment administration

<b>Policy and Procedures</b>	
<b>External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects</b>	<p>The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The External Assessment – Administration Guide is referred to, to administer the assessments.</p> <p>The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>Internal processes will ensure the security of external assessment materials and provide supervision and conditions that comply with external assessment schedule and guidelines.</p> <p>The Deputy Headmaster - Academic Performance and Innovation or appointed delegate is responsible for ensuring that external assessment guidelines and rules are shared with and understood by teachers and students. They or their delegate will supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.</p> <p>Teachers:</p> <ul style="list-style-type: none"><li>• comply with rules and expectations when supervising the external assessment</li><li>• inform students that The Deputy Headmaster - Academic Performance and Innovation will be advised of any alleged incident of academic misconduct</li><li>• report incidents of suspected or observed academic misconduct to The Deputy Headmaster - Academic Performance and Innovation or their delegate</li></ul> <p>Non-compliance for relevant external exams will be investigated by the QCAA. Examples of non-compliance are included in the QCE and QCIA policy and procedures handbook 7.3.2</p> <p>Students:</p> <ul style="list-style-type: none"><li>• read and comply with the external assessment student rules and information provided by the school</li><li>• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct</li><li>• are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations</li></ul> <p>Breaches of the external assessment rules are a form of misconduct.</p>

## 8.0 Managing academic misconduct

Brisbane Boys' College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct:

	<b>Types of misconduct</b>	<b>Procedure</b>
<b>Cheating while under supervised conditions – internal assessments</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• brings into exam room and / or uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into the assessment room</li> <li>• communicates with any person other than a supervisor during examinations e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li> </ul>	<p>Such an offence is not tolerated by the College. Supervisors are to complete an academic misconduct incident report, inform their Head of Department and email it to The Deputy Headmaster - Academic Performance and Innovation as soon as practicable.</p> <p>This must include a statement from the coordinator and / or invigilators, which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment.</p> <p>The consequence for the boy will be recommended by The Deputy Headmaster - Academic Performance and Innovation and in severe cases determined by the Headmaster.</p>
<b>Cheating while under supervised conditions – external assessments</b>		<p>Such an offence is not tolerated by the College. The exam coordinator is to:</p> <ul style="list-style-type: none"> <li>• permit the student to complete the assessment</li> <li>• inform the student that an academic misconduct incident report must be completed and submitted to the relevant body (e.g. QCAA)</li> <li>• report an alleged incident of academic misconduct to the QCAA by:</li> <li>• completing an academic misconduct incident report and submitting it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring. This must include a statement from the coordinator and / or invigilators, which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment. It must also include a seating plan of each assessment room at all assessment venues</li> </ul> <p>Students will be awarded a Not-Rated (NR).</p>

<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response; and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment</li> </ul>	<p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus.</p> <p>Other possible actions deemed necessary by the Middle or Senior School Curriculum Coordinator, Deputy Head of Junior School (Teaching and Learning) or The Deputy Headmaster - Academic Performance and Innovation may be undertaken.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam</li> </ul>	<p>Plagiarised work will be discounted and only the student's own work will determine the grade given.</p> <p>The teacher will consult with the HOD and either Middle or Senior Curriculum Coordinator, Deputy Head of Junior School (Teaching and Learning) or Deputy Headmaster - Academic Performance and Innovation and parent will be notified.</p> <p>As an appropriate consequence, the student will be afforded an extended Friday Reflection to rework the assignment. This version of the assignment will be used for formative feedback only.</p>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers / responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials</li> </ul>	<p>As with Cheating while under supervised conditions.</p>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references</li> </ul>	<p>Fabricated work will be discounted and only the student's own work will determine the grade given.</p> <p>As with Cheating.</p>

<b>Impersonation</b>	A student: <ul style="list-style-type: none"> <li>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</li> <li>completes a response to an assessment in place of another student</li> </ul>	As with Cheating while under supervised conditions.
<b>Misconduct during an examination</b>	A student distracts and / or disrupts others in an assessment room.	Teacher, in consultation with the HOD, may afford a Thursday or extended Friday Reflection.  For major misconduct – as with Cheating while under supervised conditions.
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	As with Cheating
<b>Self-plagiarism</b>	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.	As with Cheating
<b>Significant contribution of help</b>	A student arranges for, or allows, a tutor, parent / carer or any person in a supporting role to complete or contribute significantly to the response.	As with Collusion

Please note: All actions and consequences recorded in Teacher Kiosk/Student Name/Pastoral Care. Final decisions regarding consequences sit with the Deputy Headmaster – Academic Performance and Innovation, Headmaster or in the case of external exams, QCAA.

## 9.0 Absence impacting assessment

Students are expected to make every possible effort to be present at school for ALL tests, examinations and assignment due dates on the days that they occur. The College is strongly against the practice of students absenting themselves on the day(s) prior to examinations for the purpose of study and revision of exams, or to complete assignments.

<b>Assessment Type</b>	<b>Procedure</b>
<b>All</b>	Parent / Carer is to contact Student Services or Junior School Reception preferably between 8.00 – 8.30am noting: <ul style="list-style-type: none"> <li>Student name</li> <li>Reason for absence</li> <li>Test / exam or assignment and due date from which the student will be absent</li> <li>The name of the student's teacher</li> </ul>

<p><b>Attendance at National or State sporting events affecting assessment in QCAA Units 1-4</b></p>	<p>On return to the College he is to report to student services, Year Team Leader, or subject teacher for Years 7-9 producing a written explanation. Junior School students will sit the exam or assessment as soon as they return to school.</p> <p>For Years 10-12, supporting evidence in the form of a medical report is to be supplied to the Head of Department or YTL to be uploaded to TASS. (Form available on Highlands / Academic Services page)</p> <p>The medical report (template provided on Academic Services) should include:</p> <ul style="list-style-type: none"> <li>• diagnosis of medical condition</li> <li>• date of diagnosis</li> <li>• date of occurrence or onset of the medical condition</li> <li>• symptoms, treatment or course of action related to the medical condition</li> <li>• information about how the medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment</li> </ul> <p>Students absent for unseen exams (particularly Internal Assessment instruments) may complete the exam at the discretion of the HOD. At the HOD's discretion, alternative questions or exam may be utilised.</p> <p>If a student is requiring absence from assessment due to National or State sporting events during QCAA Units 1-4, they need to request permission to attend the event through the Head of Co-Curricular.</p> <p>Students will then be required to submit/present assessment on or before the due date and sit for examinations on or before the due date, please refer to Section 8.2.7 (QCE and QCIA policy and procedures handbook), managing school-approved absences. Comparable exams are to be used at the discretion of the HOD.</p> <p>Junior School students will arrange a time with their classroom teacher to sit the examination.</p>
<p><b>External Assessment</b></p>	<p>The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact Senior School Curriculum Coordinator (the external assessment supervisor).</p> <p>If possible, it is recommended that a student attends all external assessments. A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.</p> <p>A submission for AARA - illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when 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.</p>

	<p>An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.</p> <p>The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.</p> <p>To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:</p> <ul style="list-style-type: none"> <li>• the illness, condition or event (including details of a diagnosis, where applicable)</li> <li>• date of diagnosis, onset or occurrence</li> <li>• symptoms, treatment or course of action related to the condition or event</li> <li>• explanation of the probable effect of the illness, condition or event on the student's participation in the assessment</li> <li>• for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report</li> </ul>
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Further information for Year 11 and 12 can be found in the following link to QCE and QCIA policy and Procedures handbook 2019 v1.1

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

## 10.0 Review and version control register

Version	Authorising Officer	Approval Date	Effective Date	Change History/Superseded Documents	Next Review Date
1	Deputy Headmaster Academic Performance and Innovation P-12	24/06/2020	24/06/2020	New policy	June 2023