



# SAN SISTO COLLEGE



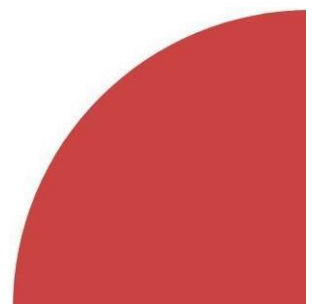
## Assessment Policy and Procedures



San Sisto College is an innovative learning community committed to inspiring high expectations for learning, and optimising opportunities for engagement, progress, and achievement for each student. This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment. It is designed to build capacity as students work towards summative assessment completion for the Queensland Certificate of Education (QCE). San Sisto considers the principle of increasing independence for assessment-capable learners. The purposeful and systematic collection of evidence of learning supports teacher judgment about student performance against syllabus standards and feedback on student learning growth and progress. The assessment policies and procedures outlined in this document follow QCAA guidelines and are aligned to the mission and values of San Sisto College.

**Explanation of abbreviations:**

- QCE - Queensland Certificate of Education
- QCCA - Queensland Curriculum and Assessment Authority
- QCIA - Queensland Certificate of Individual Achievement
- AARA - Access Arrangements and Reasonable Adjustments
- SET Planning - Senior Education and Training (Planning)
- TAFE Qld - Technical and Further Education
- SEP - Senior Education Profile





## Assessment Policy

### 1.1 Purpose

San Sisto College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes, and procedures used by San Sisto College to ensure academic integrity in relation to the submission of work, the development of assessment, and the completion of all assessment items (including exams).

Consequently, it:

- provides information to students about expectations for assessment and their responsibilities;
- includes guidelines and information for staff, including teachers, Middle Leaders and Administration about expectations and their roles and responsibilities;
- is:
  - communicated clearly to teachers, students, and parents/guardians;
  - enacted consistently across all subjects within the school;
  - based on information in the school's principles and organisational structure, QCE and QCIA policies, and QCAA syllabuses [QCE and QCIA policy and procedures handbook v4.0](#) | Queensland Curriculum and Assessment Authority ([qcaa.qld.edu.au](http://qcaa.qld.edu.au))

The roles and responsibilities outlined apply to all San Sisto College students, parents/guardians, and staff, and comply with policies and procedures set down by the QCAA and the College.



This policy includes procedures and processes for:

- promoting academic integrity;
- managing academic misconduct;
- applying for AARA;
- meeting deadlines for the submission of internal assessment instruments; and
- the administration of external assessment.

## 1.2 Principles

San Sisto College expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

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

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established achievement standards and instrument specific marking guides (ISMG) to make defensible and comparable judgments about student learning and achievement;
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made; and
- informative about where students are in their learning.

## 1.3 Scope

The scope of this policy includes Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses. The processes, procedures, roles, and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the [QCE and QCIA policy and procedures handbook v4.0 | Queensland Curriculum and Assessment Authority \(qcaa.qld.edu.au\)](#).





## **1.4 Formative assessment completion**

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Formative assessment experiences in Units 1 and 2 are expected to mirror the summative experiences encountered in Units 3 and 4.

Decisions surrounding satisfactory achievement in Units 1 and 2 (that lead to QCE credits being assigned by QCAA) are based on formative assessment results. As such, all students are expected to complete all formative assessment opportunities across Units 1 and 2.

## **1.5 Summative assessment completion**

### **1.5.1 General and Applied**

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

### **1.5.2 Senior external**

Candidates enrolled in a Senior External Examination.

### **1.5.3 Short courses**

There must be evidence of student responses to each summative internal assessment to achieve a course result.



## 1.6 Promoting academic integrity

San Sisto College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures support this endeavour. These procedures are cross-referenced against the relevant sections of the QCAA's *QCE and QCIA policy and procedures handbook*.

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<p><b>Location and communication of policy</b></p>	<p>The school assessment policy is located on the school website at <a href="#">[link]</a> and in the school prospectus. All questions regarding this policy should be directed to the Assistant Principal: Curriculum and Pedagogy.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<p><b>Expectations about engaging in learning and assessment</b>  <a href="#">Section 1.2.4</a>  <a href="#">Section 2</a>  <a href="#">Section 8.5.1</a></p>	<p>San Sisto College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>San Sisto College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to 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 summarizing - synthesizing 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>• argue or communicate meaning.</li> <li>• editing - refining their own work, and</li> </ul>



	<ul style="list-style-type: none"><li>• checking - self-assessing compliance with academic integrity guidelines before submitting responses.</li></ul> <p>The whole school community - staff, students and parents and caregivers - have roles and responsibilities in this context.</p> <p><b>Student responsibility</b> Students are expected to:</p> <ul style="list-style-type: none"><li>• engage in the learning for the subject or course of study</li><li>• produce evidence of achievement that is authenticated as their own work</li><li>• submit responses to scheduled assessment on or before the due date.</li></ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses:</p> <ul style="list-style-type: none"><li>• Students will complete the Academic Integrity course in the Year 10 Careers Program and will be reacquainted with its contents at key junctures during across Units 1-4</li><li>• Staff will be provided annually with time during Teacher Meetings to review the Academic Integrity course. Staff will be encouraged to apply for positions within the QCAA's assessment and compliance role structure (Endorser, Assessor, Confirmer).</li></ul>
<p><b>Due dates</b> <a href="#">Section 8.2.7</a></p>	<p><b>School responsibility</b> San Sisto College is required to adhere to QCAA policies for gathering evidence of student achievement <u>on or before</u> the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3.</p> <p>The assessment schedule 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>• give consideration to allocation of workload.</li></ul> <p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"><li>• recording due dates in their diaries</li><li>• planning and managing their time to meet the due dates</li></ul>



	<ul style="list-style-type: none"> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the Assistant Principal: Curriculum and Pedagogy as soon as possible</li> <li>• provide the school with relevant documentation, e.g., medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> <li>• If a student is absent on the day an assignment task is due then they are still required to upload it to TURNITIN by the designated time and to email it to the teacher unless there are mitigating circumstances such as illness (which will require a medical certificate by way of explanation and an Application for Special Provision should be completed). <ul style="list-style-type: none"> <li>• Technological breakdown (such as computer or printer malfunction, loss of USB memory device) will not be accepted as a valid reason for failure to submit assessment instruments on the due date. In these cases, students will be required to submit their most recent hard copy. If this is not possible then the draft will be matched to syllabus standards where evidence is available.</li> <li>• Missed exams for Year 7 -10 students may be completed in the next lesson at the classroom teacher's discretion.</li> </ul> </li> </ul> <p>All final decisions are at the Principal's discretion. All negotiations for AARA are made with the Deputy Principal – please note that classroom teachers do not have the authority to negotiate adjustments to assessment. Refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about San Sisto College's arrangements for submission of draft and final responses, including due dates, conditions, and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software (<i>Turnitin</i>)</p> <p>Students who leave early or arrive late on the day an assignment is due are permitted to submit their printed assignment though Student Reception or upload to Teams and submit the paper copy, if required, during the next scheduled lesson.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio or on Teams. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in San Sisto College's teacher handbook.</p>
<p><b>Appropriate materials</b> <a href="#">Section 8.2.2</a></p>	<p>San Sisto College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>





## 1.7 Ensuring academic integrity

San Sisto 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. These procedures are cross-referenced against the relevant sections of the QCAA’s *QCE and QCIA policy and procedures handbook*.

### 1.7.1 Internal assessment administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	Policy and procedures
<p><b>Scaffolding</b> <a href="#">Section 8.2.3</a></p>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks (Gradual Release of Responsibility).</p>
<p><b>Checkpoints</b> <a href="#">Section 8.5.3</a></p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<p><b>Drafting</b> <a href="#">Section 8.2.4</a></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g., written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> </ul>



	<ul style="list-style-type: none"><li>• delivered in a consistent manner and format for all students</li><li>• provided within one week of the submission of a draft.</li></ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"><li>• compromise the authenticity of a student response</li><li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li><li>• edit or correct spelling, grammar, punctuation and calculations</li><li>• allocate a mark.</li></ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>The relevant Middle Leader will notify parents and caregivers about non-submission of drafts and the processes to be followed.</p>
<p><b>Managing response length</b> <a href="#">Section 8.2.6</a></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"><li>• All assessment instruments indicate the required length of the response.</li><li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li><li>• Model responses within the required length are available.</li><li>• Feedback about length is provided by teachers at checkpoints.</li></ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will allow a student to redact their response to meet the required length, <u>before a judgment is made on the student work</u>. Redaction is not possible if grading of the work against the ISMG has occurred, and thus only the work up to the specified response length can be graded using the ISMG.</p>
<p><b>Authenticating student responses</b> <a href="#">Section 8.2.8</a></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>San Sisto College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>



<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> <a href="#">Section 6</a></p>	<p><b>Applications for AARA</b></p> <p>San Sisto College is committed to reducing barriers to success for all students. AARA 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 <i>QCE and QCIA policy and procedures handbook</i> available from <a href="#">QCE and QCIA policy and procedures handbook v4.0   Queensland Curriculum and Assessment Authority (qcaa.qld.edu.au)</a></p> <p>The Deputy Principal manages all approval of AARA for students on behalf of the College Principal. Each student seeking AAA will be assigned a case manager from the Senior Schooling Team.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.4</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Deputy Principal.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the Assistant Principal: Curriculum and Pedagogy as soon as possible and submit the relevant supporting documentation. An <i>Application for Extension</i> form is available via Student Reception.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website or from the Deputy Principal upon request.</p>
<p><b>Managing non-submission of assessment by the due date</b> <a href="#">Section 8.1</a></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>



<p><b>Internal quality assurance processes</b> <a href="#">Section 8.5.3</a></p>	<p>San Sisto College’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b> <a href="#">Section 9</a></p>	<p>San Sisto College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), provisional General subject results (Units 3 and 4) Applied subjects, and Short Courses allow for all students to apply for a review of a grading decision.</p> <p>Students appealing a grade should communicate this in writing, co-signed by a parent, to the Deputy Principal within five school days of the grade being released to the student. The request for appeal should focus on the marking criteria from the relevant ISMG and indicate why the decision is being questioned.</p> <p>The Deputy Principal will then arrange for a review of this decision by a relevant third party (in the first instance, the relevant Middle Leader). In cases where an independent review cannot be delivered within the College, an external review shall be sourced.</p>

## 1.7.2 External assessment administration

<p><a href="#">QCE and QCIA policy and procedures handbook</a></p>	<p>Policy and procedures</p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 7.3.2</a>) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>



## 1.8 Managing academic misconduct

San Sisto 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:

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</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>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established, or a response is not entirely a student's own work the College will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b></p> <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, on or before the due date.</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 a</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 8.5.1</a> and <a href="#">Section 8.5.2</a>). Where appropriate, the</p>





	Types of misconduct	Procedures for managing academic misconduct
	student gives or receives a response to an assessment.	school's behaviour management policy will be implemented.
<b>Contract cheating</b>	A student: <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>	A student: <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>	
<b>Disclosing or receiving information about an assessment</b>	A student: <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>	
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>	
<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>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<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 audiovisual material, figures, tables, design, images, information or ideas).	



	Types of misconduct	Procedures for managing academic misconduct
<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.	
<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.	

## Assessment Procedures

### 2.1 Exam procedures

Exams occur in classrooms or in an exam hall across Years 7 – 12. Exam blocks exist for Years 11 and 12, as well as Year 10 at the end of semester 2. In the cases of exam blocks, classes are cancelled, and students attend only when an exam is scheduled. It is the student’s responsibility to acquaint themselves with the published exam schedules and attend the correct venue at the advertised time.

#### 2.1.1 Procedures during exam block

##### 2.1.1.1 Attendance during exam block

- During exam time, students need only attend exams. Students should arrive at the College 20 minutes in advance of the scheduled entry time.
- Students may not leave the examination room prior to that examination’s finishing time. No extra time will be allowed to students who arrive late for examinations.
- Students should be in full College uniform. Normal rules apply regarding make-up, piercings, coloured undergarments etc.
- Exam block is designed for studying only – students should not be working at their part time job during school hours during this time.



- Only the College bag should be brought to school.
- Students are not to access Carindale Shopping Centre during school hours.
- The library will be available for quiet study for the duration of the exam block. Students in the Library must work individually and quietly. The same rules apply as during class time regarding permission from the teacher or Library staff. You may only study in the library, not elsewhere on the grounds of the school.
- Normal rules regarding student driving apply through exam blocks.

### 2.1.1.2 Entry into the exam room

- Students should be quietly lined up by class outside the exam venue by the advertised entry time.
- It is the student's responsibility to ensure that they have all the required equipment in working order prior to entering the exam room. This equipment should be contained within a clear plastic sleeve or container.
- Borrowing equipment during exams is not permitted.
- No superfluous materials are to be brought into the exam room.
- Exam supervisors should inspect student equipment upon entry to the room.
- Graphics calculators are to be inspected by appropriately experienced staff members to ensure they have been reset.
- No mobile phones or smart watches are permitted in the exam room.
- All non-programmable watches are to be placed on the front LH corner of their desk so that they may be inspected throughout the exam.
- Water is permitted in clear, unlabelled bottles. These must be stored on the floor.



- The only communication permitted during an examination is that between a student and the supervisor. It is essential that silence must be maintained in the examination room at all times.
- Any communication with other students, either verbal or otherwise, will be seen as academic misconduct.

### **2.1.1.3 Late arrival/Early departure**

- Students can commence the exam and receive the full working time if they are present at the room within 30 minutes of the start of the exam. Late arriving students do not receive planning or perusal time.
- Students can exit the exam room once 40 minutes of working time has elapsed. Early departure is suspended for the final 10 minutes of the exam.

### **2.1.1.4 Access to toilet facilities during the exam**

- Accessing toilet facilities is discouraged during exam times. Students needing to access toilet facilities are to be escorted by a staff member. If insufficient supervisors are present to escort the student and maintain 1:25 teacher: student supervision ratio, the supervisor is to call the Assistant Principal: Curriculum and Pedagogy (224) or Curriculum Secretary (276) to arrange an escort.



#### 2.1.1.5 Staff responsibilities during an exam

- Students need to be actively supervised; supervising staff are to move around the room to discourage students from trying to communicate.
- Teachers are not to mark papers or undertake any activity that prevents active supervision.
- Supervisors are not to engage with the exam paper.
- Supervisors must periodically check that students working on laptops are working with Flight mode engaged.
- Ensure that students remain seated and quiet until all papers are collected.
- Students are not permitted to remove test materials from the exam room.

#### 2.1.1.6 Students with AARA

- Teachers should be aware of those students in their classes eligible for AARA. Papers for those students with approval to work in an alternate venue must be provided to Learning Support 24 hours prior to the exam (with appropriate instructions and support materials).
- Supervision rosters will be programmed to accommodate students eligible for AARA but not alternate venues. These students should be seated at the rear of the exam hall to minimize disruption as the remainder of the cohort exit the exam hall.

#### 2.1.1.7 Absence from a scheduled exam (absence not foreseen)

- Students absent from a scheduled exam due to illness or misadventure may apply to. In these circumstances, the student should contact the Assistant Principal: Curriculum and Pedagogy ASAP to (a) convey medical documentation, and (b) organize an appropriate reschedule time. This rescheduled time will be in the first available exam session following the student being deemed fit to resume duties, taking into consideration resource and staff availability.





#### **2.1.1.8 Absence from a scheduled exam (absence foreseen)**

- Students may not seek rescheduling of exams for events within their control (e.g. family holidays). Students who foresee clashes between a scheduled exam and an external commitment (e.g. TAFE day, SAT placement day) should in the first instance investigate the rescheduling of that external commitment. If this proves impossible, the student should contact the Assistant Principal: Curriculum and Pedagogy ASAP to discuss.

#### **2.1.1.9 Comparable assessment**

- Students sitting rescheduled assessment in Units 3 & 4 will sit comparable assessment instruments, not the paper administered to the cohort who sat the paper at the scheduled time.

#### **2.1.1.10 Dealing with academic misconduct - exams**

The following is to be read in conjunction with 1.8 above.

##### **Disruption**

- Students disrupting an exam (e.g., excessive noise and/or movement) will be provided with a single, quiet warning that their behaviour is inappropriate and disruptive.
- Should the behaviour continue, the student will be removed from the exam room and sent to the Deputy Principal, who will contact a parent/caregiver.
- The exam paper will be marked in the state reached upon student removal from the exam room unless extenuating circumstances can be demonstrated (in which case the DP may permit a comparable paper to be sat).

##### **Cheating**

Instances dealt with under the heading of cheating include (but may not be limited to) students with material written on parts of their body, passing on information from one student to another (written or verbal), copying of one student's work by another, or one student impersonating another.



- A supervisor who detects cheating behaviour should make a written account of their observations, including time of detection, method of detection, sequence of observed events. Any physical evidence should be confiscated and retained. The Deputy principal should be contacted immediately.
- The supervisor should make a note on the student response regarding the point where the offence was detected. The student should then be permitted to continue with the assessment pending a decision from the Deputy Principal. Fresh exam materials may need to be supplied to the student should the offending material have completely compromised the student response up until that time.
- After the exam session, the student will have the opportunity to discuss the breach of academic integrity with the Deputy and relevant Middle Leader. The DP and ML will confer to determine the extent of the impact of the breach on the student's response. Only work deemed to be uninfluenced by the breach will be graded. If the entire response is deemed to have been influenced by the breach, a NR will be recorded. In the case of Year 11/12 students, this may lead to an incomplete unit of study, and thus potentially to the loss of a QCE credit.
- The Deputy Principal will communicate these events to the student's parent/caregiver.

## 2.2.1 Procedures for assignments

Assignment work can take many forms whether written, oral, practical, or multi-modal. The due date for assessment can be found on individual task sheets, as well as on the relevant Assessment Calendar on the Parent Portal.

### 2.2.1.1 Task details

Each assessment task is issued with a task sheet. This task sheet is available to students from within that the Microsoft Teams environment for that class after the task has been published. This task sheet will provide the following details:

- Task description



- Task conditions
- Instructions
- Authentication strategies
- Check points and drafting timelines
- The due date.

### 2.2.1.2 Drafting and checkpoints

- All assignments will have drafting or checkpoints scheduled.
- Drafts should address the task criteria in full where possible.
- Students seeking written feedback should be aware that this is available on one draft only and should consider their feedback request in light of the principle of Gradual Release of Responsibility (students, parents, and teachers are referred to Section 1.7.1 above).
- Draft feedback is not marking of student work.
- In the case where a final response is not received on the due date, teachers will make their grading decisions based on draft/checkpoint materials collected prior to the due date.

### 2.2.1.3 Drafting in practical subjects

- Practical and performance areas may utilize conferencing checkpoints rather than formal drafts to demonstrate progress. Students are still required to meet conferencing schedules. Records from these conversations may be used to make decisions in instances where final due dates are not met (in order to inform grading processes of student achievement by the due date).



#### 2.2.1.4 Submitting final copies

- All written assignment work is submitted via the College's nominated academic integrity software (currently Turn It In via Microsoft Teams.)
- A hard copy of the task is required if indicated on the task sheet. A presentable copy of the task sheet is also required at submission.

#### 2.2.1.5 Absence on the assignment due date

- Students aware in advance of an absence may submit electronically on the due date and provide a hard copy on their first day back from the absence.
- Students absent on the due date may apply for extension based on grounds of illness or misadventure. Junior students should contact the classroom teacher and relevant Academic Leader. Senior students should contact the Assistant Principal: Curriculum and Pedagogy on the due date to negotiate an extension. Year 11 and 12 students will need to provide medical documentation to support an application for extension.
- Students experiencing illness or misadventure in the lead-up to the due date should complete an *Application for Extension* form (obtainable from Student reception). Year 11 and 12 students will need to provide medical documentation to support an application for extension.
- Students are taught from the start of Year 7 that it is their responsibility to maintain back-up copies of all assignment work. Students are encouraged to utilize cloud storage, email and remote storage on home computers to prevent loss of assignments due to file corruption, laptop failure etc. As such, extensions are not granted on the basis of IT issues.
- In the case of non-submission of an assignment by the due date, teachers will base grading decisions on the most recent version of the assignment in their possession (e.g. sourced during drafting/checkpointing).

#### 2.2.1.6 Oral/Multimodal presentations

- Orals/Multimodals are set with a due date at the commencement of the presentation order. All students are required to submit their script/presentations (as



per task sheet directions) on this date such that a common assignment duration has been delivered.

- The order of presentation is set by the teacher. Some negotiation may be involved (e.g. to minimise assessment congestion).
- Student inability to present on the set date is handled in a manner consistent with written assignment submission (see section 2.2.1.4-5 above).
- Presentations requiring a live audience must be delivered as per the task sheet directions. Students may apply for AARA to make adjustments to these presentation requirements (medical documentation will be required). Such students should discuss this with their case manager or the Assistant Principal: Curriculum and Pedagogy. Classroom teachers do not have the authority to allow such adjustments.

### 2.2.1.7 Dealing with academic misconduct - assignments

The following is to be read in conjunction with 1.8 above.

#### Plagiarism

- Students submitted work as their own that contains materials not written by them are deemed to have committed plagiarism. The content identified as plagiarised will not be considered in the application of the marking standard/ISMG.
- It is vital that students understand the importance of appropriate referencing techniques, as well as the importance of paraphrasing. Ignorance of these does not mitigate the manner in which plagiarism is addressed.
- Students are encouraged to use Turn It In as a self-check for unknowing plagiarism.
- Instances of plagiarism will be communicated to the student's parent/caregiver by the relevant Middle Leader. A copy of the student response and the original source will be provided to demonstrate the extent of the plagiarism.
- In cases of significant plagiarism in Year 11 and 12, a NR may be recorded. This may lead to an incomplete unit of study, and thus potentially to the loss of a QCE credit.





## **Copying from one student to another**

- In cases where commonalities exist between two or more students, deidentified copies of the student responses are sent home to parents/caregivers of all parties. Students are invited to explain how these commonalities came to be. Grading decisions are made on the basis of each student's own work; material that is not written by a particular student cannot be considered in the grading of their response. In cases of significant copying for Year 11/12 students, this may lead to an incomplete unit of study, and thus potentially to the loss of a QCE credit.

## **Contract cheating and significant contribution of help**

In cases where concerns exist that a student did not author some or all of their response, students may be required to:

- Provide further evidence to support their authorship of the response; and/or
- Undergo an oral exam of their response to establish understanding of its contents.

Such requirements would be brought about in cases where:

- The submitted response bears little resemblance to materials collected at the draft stage;
- The submitted response does not align with the teacher's knowledge of the student's assignment determined during check points.