



Assessment Policy and Procedures

JUNIOR: Years 7, 8 and 9
SENIOR: Years 10, 11 and 12

I have read and understood the College's *Assessment Policy and Procedures* document regarding student procedures. I understand that this policy applies to all students across Years 7 – 12 in all subjects I will undertake at St John's College.

SIGNATURE: _____

NAME: _____

COLLEGE ASSESSMENT POLICY: At St John's College, students will be given clear guidelines of the expectations regarding assessment to enable and support them to comply with Queensland Curriculum and Assessment Authority (QCAA) requirements, syllabus guidelines and school work programs.

These guidelines are created and applied in the context of the Gospel values of justice, fairness, equity, compassion and understanding to maximise students' learning and their potential for success. This document has been developed from a process of extensive community consultation and with reference to the following Queensland Curriculum and Assessment Authority (QCAA) endorsed documents:

- QCE and QCIA policy and procedures handbook 2019 for senior secondary schools (relevant sections have been included in Appendix 2 of this document)
- ACARA Student Diversity provisions (available through <https://www.acara.edu.au/curriculum/student-diversity>)

Parents and Students should make themselves familiar with these documents to ensure that they are able to meet the academic requirements for progression. It should be noted that whilst this school-wide policy has been designed to meet the requirements of the QCAA Senior Schooling System, the College does reserve the right to use substantial discretion in implementing this policy throughout Years 7 – 9.

MAIN CONTACTS:

- Class teachers - for initial information about assessment policies and procedures.
- Curriculum Leaders – for the application and approval of any Access Arrangements and Reasonable Adjustments (special provisions) relating to assessment across all year levels. (Note that Curriculum Leaders are the only people who can approve such adjustments, along with members of the Senior Leadership Team as required).
- Pastoral Leaders, College Counsellor and College Learning Support Staff – for assistance in liaising with teachers and Curriculum Leaders and assistance in obtaining the required supporting documentation to accompany applications for Access Arrangements and Reasonable Adjustments. (Note that whilst these people can assist, the Curriculum Leaders are the only people who can approve such adjustments, along with members of the Senior Leadership Team as required).

GENERAL SUMMARY OF STUDENT ASSESSMENT EXPECTATIONS AT ST JOHN'S COLLEGE.
(Please note that individual departments may also have additional expectations for students in those specific subject areas. Students and parents will be informed of these as necessary)

1: BEFORE ASSESSMENT IS DUE

Students are expected to:

- a) Obtain a task sheet for each assessment item from their teacher and maintain safe possession of this until submissions are due.
- b) consult with their teacher **BEFORE** the task is due to clarify what is expected and required of them.
- c) be seen to be working in class on tasks (both indirectly and directly related to the assessment). It is not acceptable to say that all of their work is being completed at home.
- d) conference plans and edited drafts with their teacher within set time frames if relevant to particular subjects.
- e) be prepared to submit a hard copy of their draft to be stored on file at a **specific CHECK DATE** in the development stage of the assessment and be prepared to show evidence of sufficient work if requested.
- f) be aware that parents will be contacted if there are concerns regarding student progress.
- g) keep copies of all their brainstorming, plans, notes, drawing and drafts etc in a safe place for final submission of assessment task.
- h) be expected to save their work in at least two different spaces. One of these **MUST** be in their **OneDrive** account; the other may be on a portable storage or expansion device (eg USB or portable hard drive or on their laptop computer).

2: DRAFTS

UNDERSTANDING ACADEMIC INTEGRITY

“Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning, including the Queensland Curriculum and Assessment Authority (QCAA), have responsibility for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines of drafting and feedback.” (QCE and QCIA Policy and Procedures Handbook 2019 v 1.2)

- a) At St John’s College, draft assessment responses will be used to provide feedback as well as to **authenticate student authorship** of work.
- b) If teacher feedback is allowed in accordance with task conditions, only **one draft** of each student’s response will be accepted by teachers for individual feedback. (eg conditions for some tasks will state: *“no access to teacher advice, guidance or feedback allowed once the task is distributed.”*)
- c) Drafts submitted for written teacher feedback should be **submitted to Turnitin or other mode instructed by the teacher by 3pm on the due date, at the latest**. This draft must be a preliminary version of a student’s response that is nearly good enough to submit for assessment. **It should be the student’s second or third attempt** at the task and show definite understanding of the **phases of the writing process: planning, drafting, revising, editing and publishing**.
- d) Students **must submit a full or nearly completed draft for teacher feedback**. A partly completed draft of half or less of the response will not be accepted by the teacher.

- e) Students should consult Studiosity, or other editing sources for feedback before submitting a draft to a teacher for feedback. **Teachers will not view the draft without evidence that it has already been edited.** (This evidence could be the Studiosity report, a tutor's feedback, student's own editing through Track Changes etc.)
- f) Students' drafts **will not be given feedback if it is obvious that task scaffolding** (*"an intentional instructional strategy through which teachers support students to develop greater independence in completing an assessment task"* - QCE and QCIA Policy and Procedures Handbook), **guidelines, sample task models and whole class feedback have not been followed.**
- g) Attached to the draft, **students must provide the teacher with at least one or more specific question/s for specific feedback.** Such questions could include seeking further clarification regarding aspects of text structure; stylistic devices; awareness of audience; textual consistency in tense, grammar, spelling, punctuation; depth of subject matter; analysis; and clarification of task requirements.
- h) Teachers will only accept drafts for feedback from students in their **own class**, unless directed to do otherwise by the Curriculum Middle Leader.
- i) Some teachers may provide draft feedback using a pre-constructed draft feedback form.

FEEDBACK PROCEDURES

"The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning." (QCE and QCIA Policy and Procedures Handbook 2019 v 1.1)

- j) Providing feedback is a **consultative process, not a marking process.** Teachers will not allocate a result for the student's draft.
- k) Effective teacher **feedback encourages student goal setting and self-reflection**, allowing students to actively monitor and evaluate their own learning, and facilitate self-direction and motivation.
- l) Teacher feedback will be **delivered in a way to support the student** to reflect, act on the feedback and build their capacity for self-assessment.
- m) Teachers may use **a range of suitable strategies to provide feedback on a student's draft**, from written individual feedback, to verbal individual feedback, to general feedback to the whole class, to feedback provided in response to specific questions.
- n) Teacher feedback **must not compromise the authenticity of student work. Teachers will not introduce new ideas, language or research to improve the quality of the student's response, nor edit** or correct all errors in a student's draft. In providing feedback, teachers will indicate aspects of the student draft that need to be improved or developed to meet task objectives and requirements, the ISMG or syllabus standards.
- o) Students **must aim to submit their draft early according to Task Checkpoints** as submitting it on the very last date limits students' time to evaluate, self-reflect and improve task understanding.
- p) All teachers **will attempt to return individual feedback on student drafts within at least one week from receipt of the draft. However, it is not expected that teachers send feedback to students who submit drafts after the 3pm cutoff time, over a weekend or holiday period.** At times, this feedback may only involve giving the students advice to revisit previous whole class scaffolding processes and general whole class feedback as there is clear evidence

that the student has not followed previous feedback and task expectations in evaluating, monitoring and improving their own self-directed learning.

- q) It is **expected that all students show respect to teachers** by understanding that assessment and feedback is a collaborative process to support continuous evaluation, self-reflection and improved understanding in the learning process. **Students should not contact teachers over a weekend for return of draft feedback.**

3: SUBMITTING ASSESSMENT ON TIME

Students are expected to:

- a) submit their work on time as specified on the task sheet.
- b) be aware that the online Turnitin or other electronic submission will allocate the actual date and time of their submission. If their work is submitted after the due date and time, their drafts or progress work may be marked **as the final piece** as per the College's Assessment Policy (see below).
- c) be aware that malfunction of computer equipment is NOT an acceptable excuse for non-submission of any work, including notes and drafts. (**See Point 1h above.**)

If students are NOT able to meet the general submission requirements applied to all students, they may be entitled to apply for special provisions. In order to do this, they will need to satisfy the relevant Curriculum Middle Leader that they meet the criteria to be entitled to Access Arrangements and Reasonable Adjustments. Whilst all discussions in relation to these areas would be held with the relevant Curriculum Middle Leader, the guidelines below provide a general overview of what could be expected from students:

- a) if additional time is required to complete non-examination work, they are expected to follow appropriate procedures and request extensions prior to the due date. *See Point 3: Assessment Extension* for further details.
- b) If a student is absent on the due date for any assessment piece, without notification before the absence to the Curriculum Middle Leader, they would be expected to have supporting documentation available from an outside provider (for example, medical certificate) to explain the absence. In circumstances such as this, Curriculum Middle Leaders will outline submissions requirements, which could be:
 - (i) complete the task immediately upon returning to school (particularly with Years 10, 11 and 12 examinations, practical work, spoken and multimodal tasks) or as soon as possible if a more suitable time is able to be negotiated with the Curriculum Middle Leader.
 - (ii) submit an electronic copy of their work by 9.00 am on the day the assessment is due, and they must then submit a hard copy (if required) upon immediate return to school.
 - (iii) drafts or progress work may be marked as the final piece of work.
 - (iv) parents will be contacted in all situations to organise any Access Arrangements and Reasonable Adjustments.
 - (v) If there is a complete non-submission of any assessment piece, the student can be deemed to have failed to complete course requirements for the semester. This may have an impact on future subject choices and the ability of College staff to provide results for this subject. Additionally, for Years 10, 11 and 12 students, the inability to make a result judgment according to QCAA policy requirements could have an impact on the credits which a student will accrue towards their QCE, QCIA and ATAR results.

4: ASSESSMENT EXTENSION

In extenuating circumstances, and in accordance with the provisions for Access Arrangements and Reasonable Adjustments, an extension may be granted **prior to the due date**. Only in unexpected circumstances will an extension be considered within 24 hours of the due date. **Permission for extension can only be granted by the Curriculum Middle Leader for the relevant subject area.**

Students are expected to:

- a) collect a ***Request for Access Arrangements and Reasonable Adjustments Form*** from the office, the College website or Parent Portal. All students will be emailed this form at the beginning of the school year. (Appendix 1); **and**
- b) complete the student section of the form with detailed reasons for the extension; **and**
- c) attach supporting documentation, such as a parent letter with supporting documentation (Years 7, 8 and 9 only) or evidence from an outside provider - for example, doctor's certificate (For Years 10, 11 and 12, all applications must have evidence from an outside provider); **and**
- d) submit the form to the Curriculum Middle Leader of that subject area for their consideration and decision.

NOTE – Submitting a Request for Access Arrangements and Reasonable Adjustments Form does NOT guarantee that alternative arrangements will be approved. All applications are assessed on merit by the Curriculum Middle Leaders before advising of a final decision. For Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions (for example, the QCAA has indicated that it will not recognise an absence for a student to go on a family holiday as a valid reason to miss submitting assessment.)

5: SUBMITTING ASSESSMENT

Students are expected to:

- a) provide plans, notes and drafts as evidence of progress in completing assessment items, even if these are not clearly stated as part of task conditions. These must clearly support ideas and research in the written work.
- b) accurately complete and sign a subject specific authenticity statement, where applicable.
- c) reference all their research work correctly using APA Referencing (see Diary for examples) or specific subject requirements. For other work, sources must be verified.
- d) take responsibility to ensure they have a task and criteria sheet which is to be submitted with the final hard copy assessment task. Copies of assessment tasks will be stored on the St John's College School Portal and/or emailed to students' BCE email addresses.
- e) print off the hard copy of their assessment task **PRIOR** to the beginning of the class unless otherwise negotiated with the subject teacher.
- f) ensure that all assignment work (including spoken transcripts) is submitted in both a **HARD COPY** and an **ELECTRONIC COPY**:
 - ❖ The **HARD COPY** of the assessment must be directly submitted **to the teacher for whom it is intended** as the assessment will be counted as not submitted if it is lost or misplaced, due to being submitted to anyone other than the appropriate teacher.

- ❖ The **ELECTRONIC COPY** of the assessment must be submitted through the online Turnitin program by the due time and date as outlined on the task sheet. Students must also be able to provide teachers with an electronic copy if requested by the subject teacher.

- g) be aware that if they send an assessment by email to their teacher, it is their responsibility to check if an assignment has been received and they may be required to provide proof of the time and date that the original email was sent.
- h) be aware that if assessment is emailed to their teacher, this may not be graded if it is not submitted through the online Turnitin program **and** if students do not submit a **hard copy** with attached task and criteria sheets.

6: MANAGING RESPONSE LENGTH

- a) Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.
- b) All assessment instruments indicate the required length of the response.
- c) Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- d) Model responses within the required length are available.
- e) Feedback about length is provided by teachers at checkpoints.
- f) After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:
- g) mark only the work up to the required length, excluding evidence over the prescribed limit or
- h) allow a student to redact their response to meet the required length, before a judgment is made on the student work.
- i) And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

7: SPOKEN TASKS

NOTE – All department areas which undertake spoken assessment tasks will provide students with an outline of expectations in relation to this type of assessment well before due dates for any such assessment pieces.

- a) All **spoken tasks** presented by students at St John's College will be presented in front of a live audience. At this College, the live audience will be members of the student's class or students chosen by the teacher.
- b) It is expected that spoken tasks at St John's College are performed and/or presented to an audience, not read to an audience.
- c) All students are expected to show evidence of persuasion and/or creativity in the presentation of spoken tasks, in accordance with the specific task criteria.
- d) All students will be expected to be the first person to present to the audience on the due date or in accordance with teacher directions. Students cannot expect to choose their own date for their presentation, unless they have successfully applied for AARA. If a student is absent on the first or any day of class presentations, then supporting documentation must be provided in line with QCAA and the College's requirements.

SPOKEN ASSESSMENT PROCEDURES FOR ALTERNATIVE CONDITIONS

- e)** Students in all year levels must discuss their situation with their teacher and the Curriculum Middle Leader of the subject, if they feel unable to fulfil the spoken assessment conditions.
- f)** In all cases, students must complete and submit a “Request for Access Arrangements and Reasonable Adjustments” form, with appropriate supporting evidence. This must be done at least one week before the final written transcript is due, so, if successful, arrangements can be made to accommodate the alternative conditions for the spoken task. Students with ongoing medical conditions should apply for alternative conditions as soon as possible at the beginning of the year.
- g)** Supporting documentation must be provided with the application for alternative conditions for all students from Year 7 through to Year 12. For example, for spoken tasks, there must be documentation of verified conditions, such as anxiety, diagnosed speech difficulties, or other conditions preventing students from fulfilling the conditions of the spoken task. Curriculum and Pastoral Middle Leaders, Learning Support and the College Guidance Counsellor can assist with questions relating to the required evidence.
- h)** Supporting documentation must include details of the diagnosis, the date medical treatment for the condition commenced and the Treatment Plan being enacted and/or medication. For example, a Doctor’s Certificate, giving anxiety as a condition, is insufficient documentation without detailed evidence of treatment dates and Medical Treatment Plan.
- i)** Students in Years 10, 11 and 12 must understand that some requests for alternative conditions for spoken tasks will require QCAA approval. Whilst the College can submit applications, there are no guarantees that the QCAA will approve any special provisions. In the absence of QCAA approval prior to the due date, students will complete tasks under regular conditions, stated on the task sheet, to meet QCAA requirements.
- j)** Students must be aware that the Instrument-specific marking guides (ISMG) cannot be altered for any task. This means that if alternative conditions are approved for a spoken task, the alternative task conditions must allow students to fulfil all task criteria. For example, in a persuasive speech, this means that students still have to show evidence of the “patterns and conventions of a persuasive speech and of the role of the speaker to achieve the particular purpose of the persuasive speech”, along with evidence of the use of “spoken and non-verbal features to achieve the particular purpose of the persuasive speech”. This could mean that accessing alternative presentation conditions could have an adverse impact on overall results.
- k)** Applications for alternative conditions in spoken tasks in Years 7, 8 and 9 will be kept on record from year to year to monitor students’ preparation for Senior courses in Years 11 and 12. Year 10, 11 and 12 students should apply for AARA (Access Arrangements and Reasonable Adjustments) as soon as possible, particularly with ongoing medical conditions.
- l)** Students must be aware that the application for alternative conditions can only be approved by the Curriculum Middle Leader or a member of the Senior Leadership Team in their absence. The decision will follow consultation with the teacher and verification of the student’s supporting documentation; and be applied on a case-by-case basis with both the individual student needs and the specific spoken assessment task and conditions taken into consideration.

8: EXAMINATIONS/ASSESSMENT DATES AND TIMES – SENIOR STUDENTS.

Years 10, 11 and 12 students have very strict requirements from the QCAA to meet in order to obtain credits towards their Senior studies. These include the completion of all assessment in a manner which is comparable to other students in the course. Students are expected to:

- a) complete **subject** examinations and assessments on the scheduled date **and** at the scheduled time.
- b) complete a ***Request for Access Arrangements and Reasonable Adjustments Form*** if they are unable to complete assessment at the designated time. This **MUST** be done **PRIOR** to the scheduled date of the assessment or examination. Students must support this request with a **medical certificate or other formal documentation from an outside provider**. Consideration will be given to the student's academic application by the Curriculum Middle Leader when considering such requests. Students must then adhere to the alternative negotiated date and/or time for the missed assessment and/or examination item. Repeat requests for alternative dates will be monitored. For Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions (for example, the QCAA has indicated that it will not recognise an absence for a student to go on a family holiday as a valid reason to miss examinations.)
- c) be aware that Queensland Curriculum and Assessment Authority (QCAA) Policy will be applied if a student misses an assessment or examination without a medical certificate or other formal documentation.
- d) Complete the task immediately upon returning to school or as soon as possible if a more suitable time is able to be negotiated with the Curriculum Middle Leader.

9: EXAMINATIONS CONDITIONS

Under the new Senior Schooling System being implemented in Queensland from 2019, External Examinations will be an important area of assessment in many subjects. In preparation for the expectations of these requirements, all students and teachers – in all year levels - should adhere to the following formal examination conditions:

- a) No student is permitted to leave the examination room during an examination without teacher supervision.
- b) No student is permitted to leave the examination room prior to the set finish time.
- c) Students are not permitted to communicate with other students during the examination. If a student wishes to communicate, he/she must raise his/her hand and speak to a supervisor.
- d) Students are not permitted to borrow equipment from other students during the examination.
- e) Students must only bring the designated equipment specified by the Curriculum Middle Leader or teacher into the examination room. All other bags, books, computers, phones, wallets or other personal belongings **MUST** be stored in a student's locker prior to entering the examination room.
- f) Students must bring all necessary equipment into the examination room in a clear plastic bag.
- g) Mobile phones and any other electronic devices are prohibited in the examination room. Any student found with such a device, **turned on or off**, will be deemed to have broken examination rules.

10: ENSURING ACADEMIC INTEGRITY OF STUDENT WORK

Students are expected to:

- a) consult with their teacher, diary or librarian for guidelines on referencing (APA Referencing Guidelines) and creating bibliographies / reference lists.
- b) accurately complete and sign a subject specific academic integrity statement, where applicable.
- c) be able to always show and explain their planning and process work in the classroom leading up to an assessment, as proof of academic integrity. This could include their planning, note taking, design, composition, analysis, online tutoring print outs, proofreading and editing of all assignment work.
- d) ensure that they can produce clear evidence to authenticate their own work.
- e) complete any required QCAA Online Courses relating to Academic Integrity (Years 10, 11 and 12 students only) by due dates.
- f) Complete all assessment items – both examinations and other assessment types – in a manner which conforms to the Academic Integrity requirements outlined by both the QCAA (See Appendix 2) and College requirements.

11: MANAGING ACADEMIC MISCONDUCT

St. John's 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 along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	For authorship issues 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.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students	

	a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	For all instances of academic misconduct 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. For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2).
Contract cheating	A student: - pays for a person or a service to complete a response to an assessment - sells or trades a response to an assessment.	
Copying work	A student: - deliberately or knowingly makes it possible for another student to copy responses - looks at another student's work during an exam - copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: - 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 - makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: - invents or exaggerates data - lists incorrect or fictitious references.	
Impersonation	A student: - arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. - completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	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).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

12: PLAGIARISM

Plagiarism is a specific type of Academic Misconduct and is unacceptable at St John's College.

The QCAA paper "Strategies for Authenticating Student Work" states: *"Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgement or referencing of the original work."*

Students are expected to be aware that plagiarism can include:

- a) word-for-word copying of phrases, sentences or paragraphs from one or more sources without acknowledgement
- b) closely paraphrasing sentences or paragraphs from one or more sources without acknowledgement
- c) using another person's ideas, work or research data without acknowledgement
- d) copying computer files in whole or in part without indicating their origin
- e) submitting work which has been produced by someone else on the student's behalf as if it were the work of the student
- f) producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be the student's own independent work.

Students will be subject to one or more of the following penalties depending on the nature and extent of the plagiarism. These penalties will apply where plagiarism is suspected and the student cannot immediately produce their plans, drafts, designs or compositions in support of their work (see Section 8 above). These penalties, suggested in the QCAA paper on "Strategies for Authenticating Student Work" help to ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students.

If a student CANNOT authenticate their own work or if plagiarism is suspected, students will be:

- a) requested to provide further evidence of similar achievement through the submission of additional work; **and/or**
- b) required to provide extra responses to tasks, under conditions considered necessary to ensure authenticity of student work; **and/or**
- c) assessed only on student-authored work: the plagiarised portion of the assessment will be notionally deleted from the work; **and/or**
- d) requested to submit a completely new response, which capitalises on the earlier learning. This could involve a change in one or more of the following: purpose of the new task; subject matter of the new task; roles and responsibilities of people involved in the new task; mode of the new task (eg from writing to speaking); or medium of the new task (eg. transforming material for audio or visual)

- e) For students undertaking Internal Assessment pieces in Units 3 and 4 in Senior Schooling, plagiarism could mean that no marks are able to be allocated for some, or all, of the designated requirements in that assessment piece.

13: MENTAL HEALTH AND WELL-BEING

St John's College acknowledges that student mental health and well-being are important areas of consideration in ensuring students are able to suitably complete their Senior School studies. There are special provisions available for the completion of assessment in such circumstances where these issues are identified. These can be accessed by completing the Request for Access Arrangements and Reasonable Adjustments Form.

Students would be expected to:

- a) provide evidence of the mental health issue **in advance of the due date**. Such evidence can be presented to Curriculum Leaders / Pastoral Leaders / Counsellors / AP. It must meet the QCAA requirements including:
- A specific statement detailing the mental health condition (e.g. anxiety; depression);
 - The date medical treatment for this condition commenced;
 - The nature of on-going treatment (e.g. Mental Health Plan being enacted; medication)
- b) work with Curriculum Leaders (and other staff) to implement alternative / adapted conditions to complete required assessment in order meet QCAA requirements for obtaining an Exit Result.
- c) understand that, for Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions.

14: SUPPORTING DOCUMENTATION

In line with the requirements of the QCAA, all supporting documentation from outside providers for Requests for Access Arrangements and Reasonable Adjustments should include the following information where possible:

- the illness, condition or event (including details of a diagnosis, date of diagnosis, onset or occurrence)
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Section 14: Appendix and Ammendments to Policy

Item	Detail	Version History
Appendix 1:	Updated Junior AARA form	25 May 2025
Appendix 2:	Senior AARA form	25 May 2025
Ammendment:	Ethical and Effective Use of Generative AI	31 July 2025



St John's College Nambour

REQUEST FOR ASSESSMENT EXTENSION OR ADJUSTMENTS

AARA

(Access Arrangements and Reasonable Adjustments)

YEARS 7 TO 10.

Any request for Access Arrangements and Reasonable Adjustments should initially be discussed with and the request submitted to students' subject teacher. This should be done:

- (a) For Years 7 to 10 students - A MINIMUM OF 48 HOURS prior to the indicated submission due date for an assessment.
- (b) For any assessment item involving spoken or multimodal presentations – A MINIMUM OF 1 WEEK prior to the indicated submission due date for an assessment.

Any request for an extension of time on the due date is not appropriate, unless there are unexpected and unavoidable medical reasons for such a submission.

Students should be able to show some evidence of a willingness to complete the assessment by the indicated submission date (e.g. notes, first draft, etc.). Final approval of any Access Arrangements and Reasonable Adjustments will be made by the relevant Curriculum Middle Leader in consultation with the subject teacher.

A record of this application will be kept on file and recorded in the College's AARA Database.

Student Name:

Year Level

Subject & Teacher:

Class Code (on timetable):

Dates assessment issued & due:

Assessment Task:

Reason(s) for extension/adjustment:

(If requesting an extension, include the number of days absent from school and impact this has had on your ability to complete the assessment)

Extension/adjustments requested by student. (include requested due date/ adjusted conditions)

Supporting evidence: Please include the following evidence as part of this application

- ☐ | NA - Assignment extensions: An up-to-date draft must be submitted as part of this application. The work submitted as part of the draft must be proportionate to the time present in class or the application will not be approved.
- ☐ | NA - Extension request/missed examination: Parents/carers must also email the relevant teacher notifying them of the application request.
- ☐ | NA - Adjusted conditions (eg. Extra time, scribe, alternate location etc.): Include supporting documentation.

Student signature: Date:/...../.....

Parent / carer name:

Parent / carer signature: Date:/...../.....

Class teacher:

Parent email received: Yes / No

Draft received and proportionate to time in class: Yes / No / NA

Supported: Yes / No

Notes:

Name & Signature: Date:/...../.....

ADJUSTMENTS APPROVED BY CURRICULUM LEADER:

Include details of when the assessment is due/adjusted conditions/exam catch-up details

Signed (CML): Date:/...../.....

OUTCOME: SCHOOL APPROVED / SCHOOL NOT APPROVED

Copies to: Curriculum Middle Leader / Subject Teacher / Student / Year Level Leader / Assistant Principal / Parents.

AARA & School Approved Absence Form

(Years 11&12)



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

What sections of this form need to be completed?			
✓	Section	When to complete	Due dates
☐	Section A: Student information	Must be completed for all applications.	See below.
☐	Section B: Illness and misadventure & School approved absences	Unforeseen absences that are out of the student's control. For example, accident or illness.	Forms must be completed and submitted to the College with the required documentation within 48 hours of the assessment.
		School approved absences including representative sport.	Forms must be completed and submitted to the College with the required documentation two weeks prior to the assessment due date.
☐	Section C: Ongoing AARA	Common ongoing AARA include: alternative exam conditions such as extra time, rest breaks, separate seating medical allowances etc...	Forms must be completed, and submitted to the College with the required documentation by: AARA for Units 1&2: 28 February (of Year 11) AARA for Units 3&4: 31 August (of Year 11) AARA for External Assessment: 31 May (of Year 12)

AARA Resource Links	
Forms: - AARA Form - Confidential Student Statement - School Statement - Medical Report - AARA Imputed Disability - Assessment Schedules	College website https://www.stjohns.qld.edu.au/learning/Pages/Assessments-and-Exam.aspx
QCAA Information	QCAA Website https://www.qcaa.qld.edu.au/senior/assessment/aara QCE & QCIA handbook https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara

Section A: Student Information	
Student name:	
Student ID:	
Application date:	
Application received date: (office use only)	
Provisional Approval (AP)	Signed: _____ Date: _____

Section B: Illness and misadventure & School approved absence			
In the event of an extension request for an assignment, students should be able to show evidence of a willingness to complete the assessment by the indicated submission date (e.g. notes, first draft, etc.). If a student cannot demonstrate evidence that they have made progress comparable with the time given, an extension may not be granted. Final approval of any AARA will be made by the Assistant Principal: Learning and Teaching in consultation with relevant parties.			
Subject/s:			
Subject teacher/s:			
Assessment task:			
Assessment type:	☐ Exam ☐ Assignment ☐ Practical		
Assessment dates: <i>complete relevant dates</i>	Exam/practical date: OR Assignment issue date: _____ Assignment due date: _____		
Reason(s) for requesting an AARA / School approved absence <i>How does the illness/misadventure affect your ability to complete the assessment by/on the due date?</i>			
AARA Requested by student <i>eg. Extension, comparable task...</i>			
AARA requested for	☐ Units 1&2	☐ Units 3&4	☐ External Assessment
Required documentation attached	☐ School Statement ☐ Medical report ☐ Other (please specify)		
Student signature	Signed: _____		Date: _____
Parent/carer signature	Signed: _____		Date: _____
Class teacher signature	Signed: _____		Date: _____
Adjustments recommended by CML <i>Be specific with dates.</i>	Signed: _____ Date: _____		
Office use only			
Assistant Principal Learning & Teaching	☐ Approved ☐ NOT approved		
	Adjustments approved: Signed: _____ Date: _____		
ML School Operations	AARA Register updated: ☐ Yes ☐ No Approved copy emailed to: CML / Subject Teacher / Student / PML / Assistant Principal / Parents / ML School Operations / GC / LE		

https://mybceatholicedu.sharepoint.com/sites/sp-stjohns/staff/Curriculum Documents/Literacy and Learning/AARA/Draft_Senior AARA Form.docx May 28, 2025

Section C: Ongoing AARA Requests				
Subject/s Assessment items & dates Teacher/s	Subject	Assessment items & dates		Teacher
Reason(s) for requesting an AARA				
AARA Application Category	☐ Cognitive	☐ Physical	☐ Sensory	☐ Social/Emotional
AARA requested for	☐ Units 1&2	☐ Units 3&4	☐ External Assessment	
AARA requested by student	☐ Extra time	☐ Medication	☐ Individual instructions	
	☐ Rest breaks	☐ Varied seating	☐ Physical equipment & environment	
	☐ Computer	☐ Assistance	☐ Alternative format papers	
	☐ Reader	☐ Bite-sized food	☐ Vision aids	
	☐ Scribe	☐ Alternative location	☐ Diabetes management	
	☐ Drink	☐ Assistive technology	☐ Other:	
	Notes:			
Required documentation attached	☐ School statement ☐ Medical report ☐ Evidence of verified disability ☐ Evidence of imputed disability ☐ Other (please specify)			

Office use only			
AARA initiated by	Staff member name:		
	QCAA Portal AARA Application: ☐ not started ☐ started ☐ completed, ready to lodge		
Assistant Principal Learning & Teaching	QCAA Approved AARA lodgment date:	QCAA approval date:	☐ N/A
	☐ Principal Approved ☐ QCAA Approved ☐ NOT approved		
	Adjustments approved:		
	Signed: _____ Date: _____		
	AARA expiry date: _____ ☐ N/A		
	Renewal needed: ☐ Yes ☐ No Date of renewal: _____		
ML School Operations	AARA Register updated: ☐ Yes ☐ No		
	For U3&4, decision notice downloaded and saved into AARA folder: ☐ Yes ☐ No ☐ N/A		
	AARA Card printed and given to student: ☐ Yes ☐ No		
	Approved copy emailed to: CML / Subject Teacher / Student / PML / Assistant Principal / Parents / ML School Operations / GC / LE		

https://mybceatholic.edu.sharepoint.com/sites/sp-stjohns/staff/Curriculum Documents/Literacy and Learning/AARA/Draft_Senior AARA Form.docx May 28, 2025

AARA Card

St John's College, Nambour



Student Name:	
Approved AARA provisions:	
Subjects & Assessment:	
AARA Expiry date:	
Assistant Principal Signature:	

If a student wishes to utilise their AARA provisions, they must present this card to their classroom teacher a minimum of one week prior to their examination date.

Addition to the Assessment Policy:

Ethical and Effective Use of Generative AI

1. Purpose

This policy outlines the expectations and guidelines for the ethical, equitable, and effective use of generative artificial intelligence (AI) in assessment, teaching, and learning. It aligns with Brisbane Catholic Education's commitment to academic integrity, student wellbeing, and the ethical use of technology as outlined in the Curriculum Compass document.

2. Guiding Principles

All assessment practices involving generative AI must be guided by the following principles:

- Teaching and learning: Generative AI should enhance and support quality teaching and learning, not replace the role of educators.
- Human and Social Wellbeing: AI use must promote the wellbeing of students, educators, and the broader school community, ensuring safety, inclusion, and equity.
- Transparency: Schools should be clear about how generative AI is used, including its capabilities, limitations, and the data it uses.
- Fairness: AI tools must be used in ways that are fair and do not reinforce bias or discrimination.
- Accountability: Students are responsible for their own learning and must acknowledge AI contributions. Students and educators remain responsible for decisions made with or influenced by AI tools.
- Privacy and Security: The use of AI must protect personal information and ensure data security in line with legal and ethical standards

Australian Institute for Teaching and School Leadership. (2023). *The Australian framework for generative artificial intelligence (AI) in schools*. <https://www.aitsl.edu.au/tools-resources/resource/the-australian-framework-for-generative-artificial-intelligence-%28ai%29-in-schools>

3. Teacher Responsibilities

In the development of assessment tasks and ongoing monitoring, teachers will:

- Clearly define AI usage expectations in each assessment task.
- Teach students how to ethically use and attribute AI-generated content.
- Use structured planning, drafting, and feedback to assess student understanding.
- Avoid over-scaffolding that limits student originality.
- Design assessments that focus on learning objectives and authentic student work.

4. Student Use of Generative AI in Assessment

Students may use generative AI tools in accordance with the AI Assessment Scale (AIAS) as specified on the task sheet.

AI Assessment Scale (AIAS)

Level		Description	Student Guidance / Statement to include in assessment items.
1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.	You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.	You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
3	AI Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.	You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.	You will use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.	You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Furze, L. (2024, August 28). Updating the AI assessment scale. Leon Furze. Updating the AI Assessment Scale – Leon Furze

5. Academic Integrity

Students are expected to uphold academic integrity by ensuring that all work submitted is their own, properly acknowledges the contributions of others, and adheres to St John's standards for honesty and ethical conduct.

- Students will sign an authenticity declaration for all assignment tasks. See Appendix 3.
- Students must acknowledge any use of generative AI in their work.
- Plagiarism or misrepresentation of AI-generated content as original work is a breach of academic integrity.

- AI detection software will not be solely used to authenticate student work; further authentication strategies may include:
 - Students providing evidence of progress towards a completed assignment (meeting the specified checkpoints to an appropriate level).
 - Teachers interviewing students to establish authorship of the work, including, but not limited to asking students to:
 - summarise particular sections of their work
 - define key words and phrases.
 - explain their thinking, processes or choices
 - reproduce a section of their work under examination conditions

A checklist has been provided at the end of this section in Appendix 1 which teachers may use when authenticating student work.

- The choice of strategy used to authenticate student work will be at the discretion of the teacher and relevant curriculum leader.
- The final decision to authenticate student work, or not, will rest with the classroom teacher in consultation with the relevant curriculum leader.
- Work that is not able to be authenticated will be treated in accordance with sections '11: Managing Academic Misconduct' and '12: Plagiarism'.

6. Continuous Review

This policy will be reviewed regularly to reflect advancements in AI technology and educational best practices and is subject to change without notice.

Appendix 1. Teacher checklist for authenticating student work.

Section 1: Questions

- ☐ Can you walk me through how you developed this idea?
- ☐ Can you please explain the meaning of a particular word or phrase?
- ☐ Why did you choose this structure or approach?
- ☐ What sources or tools did you use to help you complete this task?
- ☐ Can you explain this concept or section in your own words?
- ☐ What would you change if you had to do this again?
- ☐ How does this connect to what we've learned in class?
- ☐ Did you use any AI tools while working on this? If so, how?
- ☐ What did the AI generate, and what did you change or add?
- ☐ How did you ensure the AI output was accurate or relevant?
- ☐ What was the most challenging part of this task for you?
- ☐ How did your ideas evolve from your first draft to the final version?
- ☐ Can you show me how you planned or researched this?

Section 2: Process Documentation

- ☐ Student submitted planning notes or outlines.
- ☐ Student provided drafts showing progression.
- ☐ Screenshots or logs of AI tool usage were submitted.
- ☐ Student demonstrated changes made to AI-generated content.

Section 3: Reproduction

- ☐ Reproduce a section of their work under examination conditions

Section 4: AI Usage Reflection

- ☐ Student clearly identified which parts of the work were AI-assisted.
- ☐ Student reflected on how AI helped or hindered their process.
- ☐ Student explained how they evaluated the accuracy of AI outputs.
- ☐ Student described how they modified AI-generated content.

Section 4: Teacher Observations

- ☐ Student demonstrated understanding during discussion.
- ☐ Student's explanation aligned with submitted work.
- ☐ Work shows evidence of personal voice and originality.
- ☐ No signs of over-reliance on AI tools.

Notes:

Appendix 2- AI Prompt Record

Date	Prompt	AI Output	Prompt Evaluation

Appendix 3 - Authenticity Declaration

Declaration of Authenticity

I, _____ (student name), declare that:

1. This work is entirely my own, except where acknowledged and referenced.
2. I have used Artificial Intelligence (AI) tools appropriately, in accordance with the task guidelines provided by my teacher.
3. I understand that I must be able to authenticate this work as per the College's Assessment Policy, which includes, but is not limited to, the following:
 - Meeting all checkpoints identified on the task sheet.
 - Participating in an interview with my teacher to establish authorship of the work.
 - Summarising particular sections of my work when asked.
 - Defining key words and phrases used in my submission.
 - Explaining my thinking, processes, or choices made during the creation of this work.
 - Reproducing a section of my work under examination conditions if required.

I acknowledge that failure to authenticate my work may result in consequences in line with the College's academic integrity policy.

Student Signature: _____

Date: _____