



ASSESSMENT AND REPORTING POLICY Guidelines for Students, Parents & Caregivers

(V6.0/01.2026)

1. Preamble

Mt St Michael's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.

In responding to this call, the College is a Christ-centred community established to educate, in partnership with parents and carers, women of faith, integrity, individuality and compassion, confident of their own worth as women and wholly involved in the transformation of society.

2. Rationale

Mt St Michael's College is committed to an educational philosophy that encourages all students to achieve personal excellence, by developing self-evaluation, self-efficacy and self-responsibility for in-depth and life-long learning. Co-operation, collaboration and self-discipline are integral to this primary goal.

An assessment and reporting policy must provide a framework which ensures justice and equity for all students. Assessment and reporting incorporates all measures used by the College to determine student performance. The policy and procedures employed by the College are in accordance with the policies and requirements set down by the relevant peak educational legislative body, the Queensland Curriculum & Assessment Authority (QCAA).

At all times, decisions related to assessment matters will be based on the professional discretion of the subject teachers and the relevant Curriculum Middle Leader, while always ensuring compliance with the principles of assessment of Mt St Michael's College and the Queensland Curriculum & Assessment Authority (QCAA). Mt St Michael's College is committed to assessment and reporting practices and procedures that promote educational excellence and lead to justice for all.

3. Purpose

- 3.1 To provide staff, students and parents with relevant information on matters pertaining to assessment.
- 3.2 To ensure that assessment procedures are clear and equitable for all students.
- 3.3 To ensure that reporting processes are consistent and communicate student learning as part of a cooperative relationship between the school, students and parents/carers.
- 3.4 To ensure adherence to all policies and procedures of the Queensland Curriculum & Assessment Authority.

4. Scope

This policy applies to Mt St Michael's College students, parents and caregivers.

5. Guidelines

- 5.1 Current assessment information and requirements are communicated to the College community by means of:
 - 5.1.1 parent evenings
 - 5.1.2 year level meetings
 - 5.1.3 assessment calendars
 - 5.1.4 College communications including emails and information contained on the website, Parent Lounge and Student Café.
- 5.2 On-going student performance is communicated to parents via Parent Lounge at the end of each semester / unit through College Academic Reports.
- 5.3 AARA will be provided to students for documented illness, medical conditions or unforeseen circumstances where the student has no control, to ensure that the principles of justice and equity apply. This is carried out in accordance with Section 6 of the QCE and QCIA policy and procedures handbook.

6. Supporting documents

- 6.1 <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- 6.2 <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>

7. Assessment Procedures

7.1 Purpose of Assessment

- 7.1.1 Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.
- 7.1.2 Assessment plays an integral role in improving learning and informing teaching at Mt St Michael's College, across all year levels. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment. (Masters, 2014 cited in QCAA, 2018).
- 7.1.3 Assessment may be either Formative or Summative. Formative assessment may contribute towards school reporting. Summative assessment, in Year 11 and 12 contributes towards the Queensland Certificate of Education, and may contribute to a student's ATAR, if eligible.

7.2 **Assessment information for students**

- 7.2.1 Students can access the assessment calendar in Student Café, which outlines assignment and examination dates at the beginning of each term.
- 7.2.2 While the College aims to ensure that no student has more than two pieces of assessment due on any one day, or that no more than two written or non-written summative test instruments are held on any one-day, this is not always possible. As students are given enough notification and planning time for assessment items, it is important for them to develop their own time management skills to meet the requirements of all their subjects.

7.3 **Use of Artificial Intelligence (AI) as a learning partner**

- 7.3.1 Students use College-approved AI tools to support formative assessment practices as guided by the teacher
- 7.3.2 AI Assessment Scale is referenced in assessments as a standardised approach for both teachers and students to gauge the level of AI integration, promoting consistency and clarity across all assessment activities.

8. **Examinations**

- 8.1 Examinations may occur at various times throughout the term and may occur either in class time or in a block examination period.

- 8.2 Examination blocks are designated in the College calendar. Examination blocks may be shorter than the time indicated by the College calendar based on the principle of maximising classroom learning and examination preparation time.

8.3 **Examination procedures**

- 8.3.1 Students should:
 - 8.3.1.1 read the examination schedule to confirm correct rooms and times for exams
 - 8.3.1.2 arrive to the examination 15 minutes before the exam commences.
 - 8.3.1.3 arrive dressed in full school uniform for all examinations unless practical subjects require a different uniform
 - 8.3.1.4 ensure their examination equipment is in a transparent container. The following regulations apply regarding equipment in the examination room:
 - clear water bottles, with labels removed are allowed
 - lollies and food are not permitted unless the student has a recognised medical condition and has been given permission via the AARA policy
 - students are not permitted to bring paper into an examination, unless authorised by examination conditions

- 8.3.1.5 ensure all recent software updates have been completed prior to electronic examinations
 - 8.3.1.6 leave any unauthorised equipment outside the examination room. This includes (but is not limited to) smart phones and watches. Leave bags outside the examination room. If there are valuables in bags, they should be locked in the student's locker
 - 8.3.1.7 stay in the examination room for the entire allotted examination time. Bathroom breaks are discouraged during examinations unless there is an opportunity for a supervisor to escort to the bathroom
 - 8.3.1.8 raise their hand if they have a question pertaining to the examination paper
 - 8.3.1.9 follow the College Assessment and Reporting Policy if absent on the day of the examination
 - 8.3.1.10 remain at the College if there are two or more examination sessions scheduled on one day for students in Years 11 and 12
 - 8.3.1.11 leave after the examination to continue study and preparation for remaining assessments for students in Years 11 and 12.
- 8.3.2 College policy and procedures:
- 8.3.2.1 the relevant Program Leader will manage student absence from examinations and organise catch up sessions.
 - 8.3.2.2 the Dean of Teaching & Learning will manage any academic integrity breaches according with the College Assessment and Reporting Policy
 - 8.3.2.3 copies of completed summative examinations will not be provided to students, parents or caregivers. Completed examinations can be accessed on campus, with consultation with the relevant Curriculum Leader or subject teacher.
- 8.3.3 Academic misconduct during examinations:
- 8.3.3.1 If a student is suspected of cheating during an examination, the supervising teacher is to:
 - 8.3.3.2 Remove the examination paper and any unauthorised materials from the student's possession and keep them secure
 - 8.3.3.3 Remove the student from the examination venue (where possible) to minimise disruption to other students
 - 8.3.3.4 Notify the relevant Program Leader (Middle School or Senior School) to come and collect the student
 - 8.3.3.5 The Program Leader, in consultation with the Dean of Teaching and Learning, will investigate the incident. The student will be provided with an opportunity to respond to the concern as part of procedural fairness.

- 8.3.3.6 The Dean of Teaching and Learning will determine the appropriate course of action and possible consequence should academic misconduct be substantiated.
- 8.3.3.7 Only work that can be authenticated as the student's own will be used to determine the result for the examination.
- 8.3.3.8 The student will not be provided the opportunity to re-sit the examination or a comparative paper.
- 8.3.3.9 Parents and caregivers will be informed of the incident and the outcome of the investigation.

9. Assignments

- 9.1 Throughout each unit of study students will have assignments. Assignments may take many forms and may include some of the following types of assessment items:
 - 9.1.1 research assignments
 - 9.1.2 oral presentations
 - 9.1.3 group performances
 - 9.1.4 multimodal projects
 - 9.1.5 practical assessments.
- 9.2 Teachers will guide students in ethical AI use by referring to the AI Assessment Scale for the given task
- 9.3 **Drafting**
 - 9.3.1 Drafting is an important part of the teaching and learning process as structured feedback can assist students in developing a response to an assessment instrument.
 - 9.3.2 The purpose of viewing a draft is to provide feedback so that improvements can be made to the response.
 - 9.3.3 A draft or is a preliminary version of a student's response to an assessment instrument. A draft may vary from a plan or brief outline to a response that is nearing completion.
 - 9.3.4 In addition to providing feedback, a draft can be used to authenticate student work.
 - 9.3.5 Before submitting a draft, students may be required to develop an outline, discuss their approach with the subject teacher or submit a series of checkpoints.
 - 9.3.6 Students are to submit their drafts in Student Café by 3pm on the due date.
 - 9.3.7 The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

- 9.3.8 The following procedures will apply to providing feedback on a draft for work of a theoretical nature:
- 9.3.8.1 teacher feedback is limited to a maximum of one draft of each student's response or for each checkpoint submitted
 - 9.3.8.2 providing feedback is a consultative process, not a marking process
 - 9.3.8.3 no results will be allocated for the draft student response or checkpoint
 - 9.3.8.4 feedback on a draft or checkpoint will not compromise the authenticity of student work
 - 9.3.8.5 teachers **may not** introduce new ideas, language, or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.
 - 9.3.8.6 teachers are required to return student drafts within 7 business days upon receipt and at least 5 calendar days prior to the final submission due date.
- 9.3.9 Students may be advised to:
- 9.3.9.1 consider other aspects of the text, report, performance or activity they are creating or responding to
 - 9.3.9.2 develop their response to show more awareness of the audience
 - 9.3.9.3 give priority to the most important points by rearranging the sequence and structure of ideas
 - 9.3.9.4 conduct further investigation to support an argument or communicate meaning
 - 9.3.9.5 adhere more closely to the referencing style selected by the College.
- 9.3.10 Teachers may use a range of suitable strategies to provide individualised, written feedback on the theoretical draft response. The strategy chosen may differ depending on the mode of response and direction from the Curriculum Leader.
- 9.3.11 Teachers may use a range of other suitable strategies to provide additional feedback where appropriate. Possible strategies include:
- 9.3.11.1 verbal feedback
 - 9.3.11.2 feedback provided through conferencing
 - 9.3.11.3 a summary of feedback and advice to the whole class.

9.3.12 The following procedures will apply to providing feedback on practical work:

- 9.3.12.1 teacher feedback on practical work will be provided at key junctures across the teaching and learning cycle
- 9.3.12.2 feedback may be provided individually or in small groups, depending on the nature of the task
- 9.3.12.3 feedback may be written or verbal and will direct the student to improve aspects of their practical work
- 9.3.12.4 with permission, students can record verbal feedback provided by their subject teacher during consultation of their practical work.

9.4 **Managing response length**

9.4.1 All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- 9.4.1.1 indicate the scope and scale of the response required
- 9.4.1.2 ensure equity of conditions for all students
- 9.4.1.3 support students to develop skills in managing the length, scope and scale of their responses appropriately
- 9.4.1.4 ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- 9.4.1.5 ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

9.4.2 Students should:

- 9.4.2.1 develop a response that adheres to the required length
- 9.4.2.2 respond to draft feedback about the length of their responses
- 9.4.2.3 document the length of their responses using a word count, page count or time.

9.4.3 Managing response length is the responsibility of both teachers and students to ensure the final response submitted for each assessment instrument meets the conditions outlined in the syllabus. For overarching guidance, please refer to the QCE and QCIA policy and procedures handbook (Section 8.2.6).

9.4.4 Should a student exceed the required length, the subject teacher and Curriculum Leader, in consultation with the relevant Program Leader, will make decisions regarding the management of word length in two ways:

- 9.4.4.1 for short and extended response tasks, the subject teacher will clearly indicate the sections that were not considered in the marking process due to length

9.4.4.2 for reports, videos/performances and student experiments, the student will be provided an opportunity, without prior warning, to redact a response to meet the required length during the next subject lesson.

9.4.5 Subject teachers will provide a clear comment in feedback regarding the importance of adhering to response requirements

9.5 Final copy of assignment

9.5.1 Students must abide by the following guidelines for all assignments:

9.5.1.1 students must submit assignments to Student Café by 8:30am and in hard copy (if required) on the due date. The due date will be clearly stated as part of the conditions on each assessment item

9.5.1.2 if a student is ill or absent on the due date of an assessment task or draft, they must follow the guidelines outlined in Section 13 of this policy

9.5.1.3 students will be required to finalise incomplete assessment items in their own time at the College e.g. during examination blocks, on student free days or after the school day. The guidelines outlined in Section 11 of this policy will be followed in the case of non-submission.

9.6 Orals and practical assessment

9.6.1 Orals or practical assessment may occur at any time, throughout each unit. These are usually individual or small group presentations or performances.

9.6.2 All students in a class must be prepared to present their oral or practical performance on the due date for the task, or on any subsequent day as required by the subject teacher.

9.6.3 Students will be expected to submit written supporting material for all oral and non-written assessment tasks **on the due date**.

9.6.4 Other supporting evidence may be required such as a digital or audio recording of student performances.

9.6.5 In some cases, particularly in Year 11 & 12, assessment may be conducted outside of scheduled hours to minimise the loss of class time, at a subject teacher's discretion.

9.6.6 If a student is ill or absent on the due date of an assessment task or draft, they must follow the guidelines outlined in Section 13 of this policy.

9.6.7 Where possible, group assessment will go ahead, and alternative arrangements will be made for the absent student.

10. Extensions

- 10.1 There can be circumstances that prevent a student from completing pieces of assessment by the due date. A student may apply for an extension of time conditions for an assignment where there has been illness, personal or family issues affecting the student's progress, but which are not significant enough to apply for AARA.
- 10.1.1 For an extension to draft due dates, students are to negotiate directly with their subject teacher. If granted, the subject teacher will record the extension in the Learning Management System.
- 10.1.2 For an extension to the final due date, students are required to complete an Application for Academic Extension form and email it to the relevant Program Leader two business days prior to the final submission due date.
- 10.1.3 If a student has a prolonged illness that affects several assessment items, a parent/carer can telephone to arrange an extension with either the Middle School or Senior School Program Leader. Medical documentation must be submitted to the Middle School or Senior School Program Leader. The student will then submit the assignment on the extension due date by 8:30am.
- 10.1.4 Sporting commitments at a club or state level are not considered circumstances warranting an extension. Where students have a sporting commitment, they are expected to manage their assessment deadlines around their extra-curricular commitments.
- 10.1.5 The Middle School or Senior School Program Leader will liaise with the respective Curriculum Leader and subject teacher to determine the merit of the request, and the length of the extension granted.

Non-submission by due date

- 10.2 All students are required to submit a draft or checkpoint on the due date identified on the task sheet and/or Student Café.
- 10.3 A digital copy of the draft must be submitted through Student Café.
- 10.4 If the student fails to submit a draft or meet a checkpoint by the due date the following procedures will apply:
- 10.4.1 the subject teacher will contact (phone call or e-mail) the parents and caregivers to advise of the non-submission
- 10.4.2 the subject teacher will advise the parents and caregivers that the draft must be handed in by 8:30am the following school day
- 10.4.3 there may be no feedback given. The work will be retained by the subject teacher as evidence of work completed to date.

- 10.5 If the student fails to hand in an acceptable draft (the draft is incomplete) by the due date the following procedures will apply:
- 10.5.1.1 the subject teacher will contact (phone call or e-mail) the parents to advise that the draft is incomplete
 - 10.5.1.2 there will be no individual, written feedback given. The work will be retained by the subject teacher as evidence of work completed to date.

NOTE: Technological breakdown cannot be used as a reason for late submission of work or for extension requests.

10.6 Final copy of assignment

- 10.6.1 Should a student fail to submit or complete an assignment task (all conditions of the assignment task must be met, including submission through Student Café) at the arranged time on the due date, then it is deemed to be a non-submission, unless:
- 10.6.1.1 an application for extension has been approved by the relevant Program Leader – Middle School or Senior School
 - 10.6.1.2 the appropriate processes have been followed for illness or absenteeism
 - 10.6.1.3 an application has been made for AARA.
- 10.6.2 If the student fails to hand in the assignment by the due date the following procedures will apply:
- 10.6.2.1 the Curriculum Leader will contact (phone call, e-mail or letter) the parents to advise of non-submission
 - 10.6.2.2 the subject teacher will grade the draft copy of the student's work in progress where appropriate, and this will be used to award a grade.
- 10.6.3 Where students have not submitted the required assessment in a unit, there may be insufficient assessment to be given credit for the unit's work.

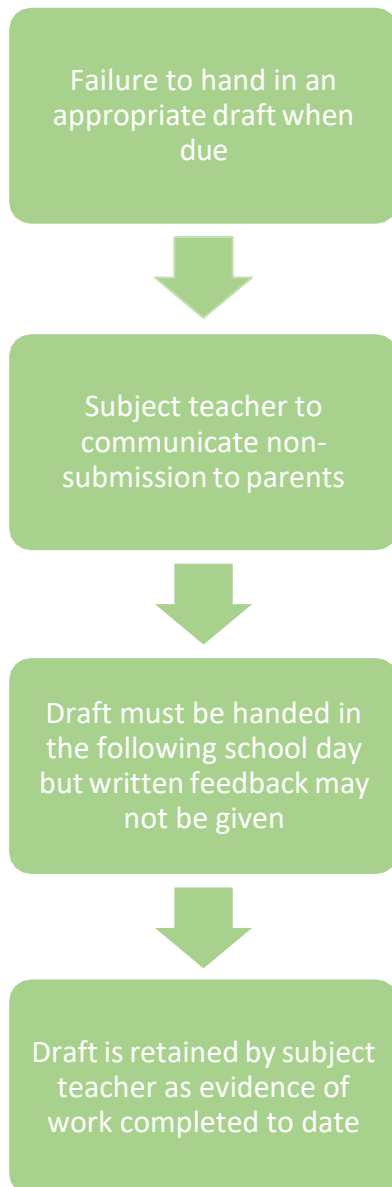
11. Exemptions

- 11.1 There can be extenuating circumstances that may prevent a student from completing pieces of assessment. Where this situation occurs, the relevant Program Leader may grant an exemption, if appropriate.
- 11.2 If an exemption is granted, the Program Leader will ensure that the student and family are aware that the student will not be eligible for academic awards in the semester the exemption is granted, or for MSM Celebrates for that academic year.

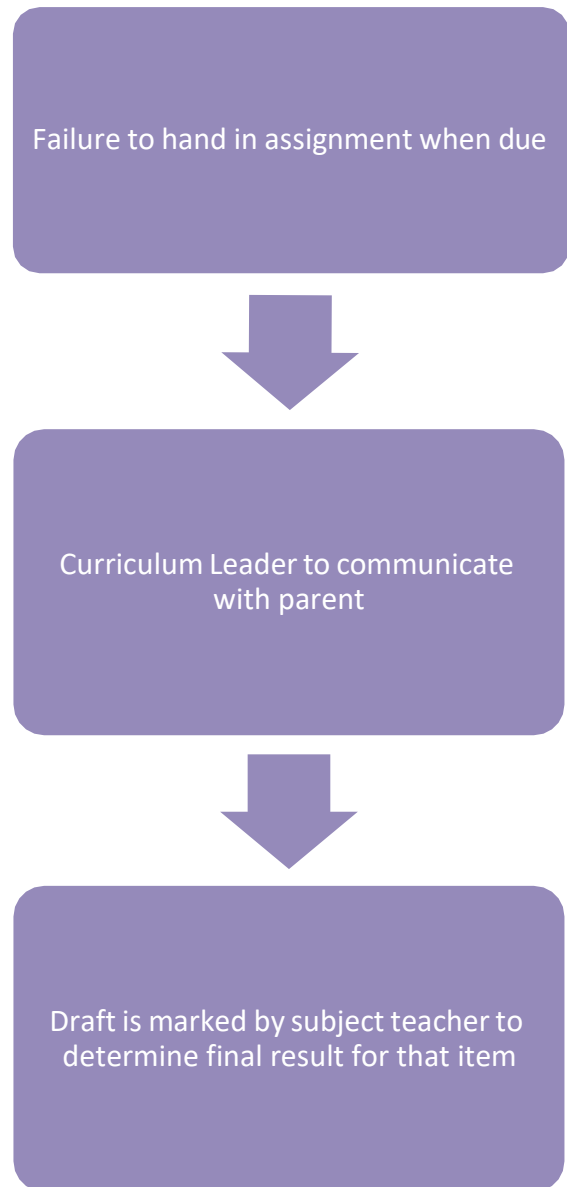


Consequences of Non-Submission of Assessment Years 7 - 12

DRAFT Assignment PROCEDURE



FINAL COPY Assignment PROCEDURE



12. Academic integrity

12.1 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.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

12.2 Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> 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.
Collusion	When: <ul style="list-style-type: none"> 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.
Contract cheating/ significant contribution of help	A student: <ul style="list-style-type: none"> arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> intentionally distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student: <ul style="list-style-type: none"> completely or partially copies or alters another person's work without attribution (another person's work may include text, audio- or audio-visual material, figures, tables, design, images, information or ideas) uses Generative AI beyond the use indicated on the AI Assessment Scale for the task.
Self-plagiarism/ recycling	A student: <ul style="list-style-type: none"> duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

12.3 Establishing authorship

12.3.1 Subject teachers can collect evidence during the development of responses in order to establish authorship of final responses. Subject teachers may:

- 12.3.1.1 monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- 12.3.1.2 interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

12.3.2 To establish authorship of final responses, subject teachers may:

- 12.3.2.1 directly compare the responses of students who have worked together in groups
- 12.3.2.2 for text, analyse final student responses using plagiarism-detection software
- 12.3.2.3 interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.

12.4 Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

12.4.1 Subject teachers:

- 12.4.1.1 take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- 12.4.1.2 collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

12.4.2 Students:

- 12.4.2.1 complete responses during the designated class time to ensure subject teachers can observe the development of work and authenticate student responses.
- 12.4.2.2 participate in authentication processes such as to:
 - submit checkpoints or a draft
 - submit the final response using plagiarism-detection software
 - completing the ethical scholarship declaration on the student response assessment template before submission. This includes acknowledgement that the student has critically evaluated and revised any AI output to reflect their own

understanding and voice. It also includes an acknowledgment that the student has complied with the MSM Assessment and Reporting Policy and QCAA guidelines.

- where required participate in interviews during and after the development of the final response.

12.4.3 Parents/caregivers:

12.4.3.1 support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for checkpoints, drafting and providing feedback on a draft student response.

12.5 Inability to establish authorship

12.5.1 To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards, syllabus standards or standard elaborations.

12.5.2 Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the College will:

12.5.2.1 provide an opportunity for the student to demonstrate that the submitted response is their own work

12.5.2.2 make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. This will mean only the work that can be deemed authentic will be used in the final grading of the assessment item.

13. Illness and absenteeism

13.1 Scenarios and requirements

13.1.1 If a student is ill on:

- the day of an examination
- the day an assessment task, including practical or oral assessment, is scheduled
- or the day a draft is scheduled or due; then

a parent must contact the respective subject teacher and Program Leader to advise of the student absence and to organise an alternative time to complete the task or to hand the task in.

13.1.2 If the student is in Year 10, 11 or 12 medical documentation must be provided to the Program Leader – Senior School who will record the changed assessment conditions in the Learning Management System.

13.1.3 If the student is in Year 7 – 9 a signed and dated note from the parent/carer or medical documentation must be provided to the Program Leader – Middle School who will record the changed assessment conditions in the Learning Management System.

- 13.1.4 If a student in Year 7 – 9 is unable to complete a practical piece of assessment for a prolonged period due to illness or injury, contact must be made with the Program Leader Middle School and medical documentation must be obtained.
- 13.1.5 If a student in Year 7 – 9 has submitted their assessment task and is absent in the following lesson for their practical component, a note /medical documentation is required.
- 13.1.6 Repeated absences on due dates for students will be monitored by the subject teacher and Program Leader Middle and Senior School. Students who develop a record of absences on assessment test dates and due dates will be required to substantiate those and further absences by medical documentation. If there is a continued pattern of absence for assessment items, the student will be referred to the Dean of Teaching & Learning.
- 13.1.7 Medical documentation will only be accepted from a doctor who is not a relative.
- 13.1.8 Medical documentation must indicate the correct days of absence to support extension or amended assessment conditions.
- 13.1.9 Any student who participates in a Vocational Education and Training (VET) program is expected to take responsibility for making appropriate arrangements for examinations and assessment if they will be absent from school, when assessment is scheduled. The assessment at school is a priority, however when students are unable to change their VET training, negotiation through the Program Leader - Career Pathways will occur.

13.2 **Examinations**

- 13.2.1 When a student is absent from school on the day of an examination, a catch-up examination will be arranged by the relevant Program Leader. The catch-up examination may occur after school to minimise the time that the student is absent from class.
- 13.2.2 If a student suffers a medical episode during an examination and chooses to complete the examination, a medical certificate cannot be supplied retrospectively to amend or discard the result. Where medical documentation is provided, the student will be offered the opportunity to complete a comparable examination, where appropriate. If a student chooses not to complete the comparable examination, their original examination paper will be marked and reported on.
- 13.2.3 If a student is unwell during an examination and chooses to leave the examination room prior to completion, where medical documentation is provided, the student will be offered the opportunity to complete a comparable examination, where appropriate. If a student chooses not to complete the comparable examination, their original examination paper will be marked and reported on.

13.3 Assignments

13.3.1 When a student is absent from school on the day an assignment is due, they must:

13.3.1.1 submit the assignment electronically, via Student Café, **by 8.30am**

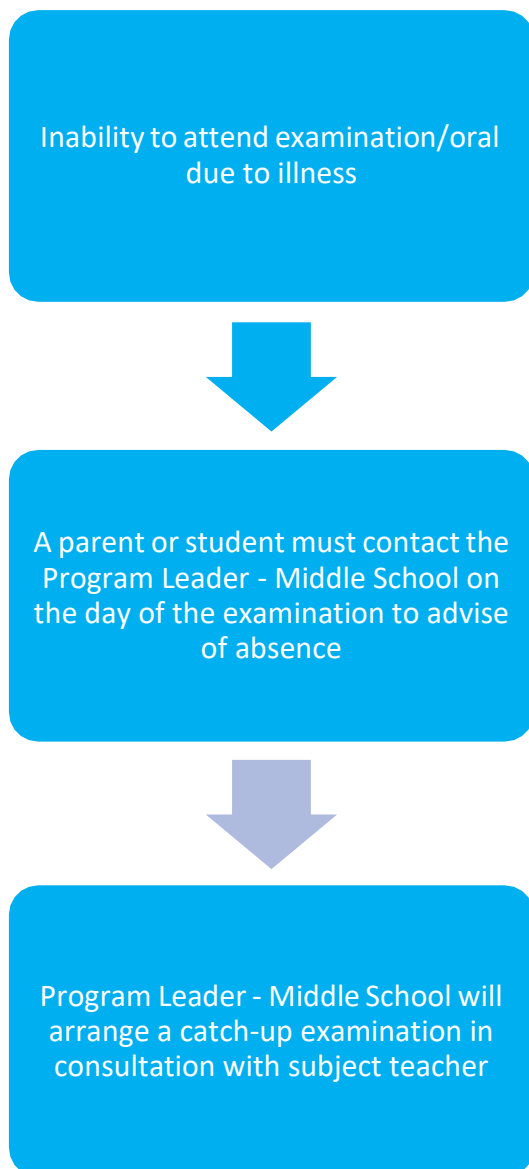
13.3.1.2 provide appropriate documentation explaining the absence (medical documentation Years 10-12; parent letter Years 7-9) to the relevant Program Leader if the assignment task is practical in nature (eg Project Folios, Performance, HPE/Science/Design Technology Practical Experiences) and not able to be uploaded to Student Café.

13.3.2 If documentation is not provided, the subject teacher will mark the student draft as the final submission.

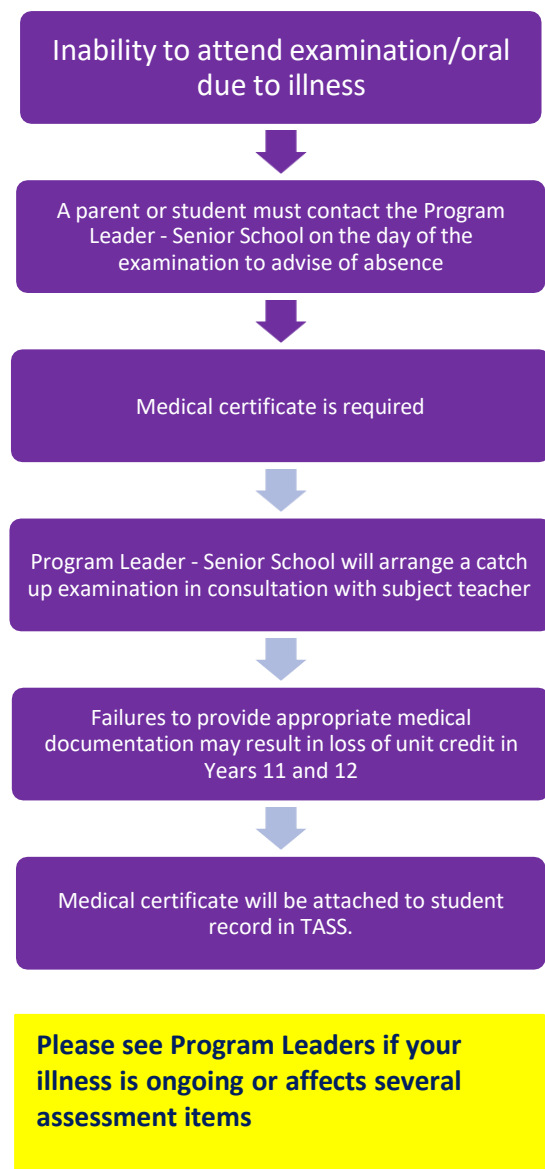


Procedures to follow due to illness –examinations & performance-based assessment

Middle School (Years 7 – 9) Process



Senior School (Years 10 - 12) Process



14. Access Arrangements and Reasonable Adjustments (AARA)

14.1 Mt St Michael's College recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

14.2 In making decisions about AARA, Mt St Michael's College is required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical conditions or circumstances. AARA is not an option for circumstances arising from the student's or parent/carer's choice.

14.2.1 Access arrangements:

14.2.1.1 are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies

14.2.1.2 enable a student to access assessment and demonstrate their knowledge

14.2.1.3 do not change assessment conditions.

14.2.2 Reasonable adjustments:

14.2.2.1 are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability.

14.2.2.2 allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. **The Integrity of the assessment instrument is not changed.**

14.2.2.3 may be unique and tailored specifically for a student's needs and, therefore, may not be listed in this policy.

14.3 Under the Australian Government's Disability Standards for Education 2005, educational authorities such as the QCAA, and education institutions such as schools, learning providers and registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA. The QCAA sets and amends the rules for assessment under its powers and functions listed in the Education (Queensland Curriculum and Assessment Authority) Act 2014 and the Education (Queensland Curriculum and Assessment Authority) Regulation 2014.

14.4 QCAA is involved in all **summative** (Unit 3 and 4) assessment decisions regarding AARA. QCAA encourages schools to ensure that for General and Applied subjects AARA is implemented for eligible students for formative assessment in Units 1 and 2 to align to those that are available for summative assessment in Unit 3 and 4.

NOTE: The provision of AARA for assessment in Year 7 – 10 and Unit 1 and 2 (Year 11) by Mt St Michael's College is not a guarantee that students will access the same adjustments for assessment in Units 3 and 4.

14.5 Eligibility

14.5.1 AARA are provided 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.

14.5.1.1 These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

14.5.1.2 QCAA uses four broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/Emotional.

14.5.2 Students may also be eligible for AARA where illness and misadventure (i.e., unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will consider applications for certain cultural or sporting obligations or personal circumstances.

14.5.3 Students who have situations that may make them eligible to receive AARA need to provide appropriate documentation to support their claim. They may complete and submit the confidential medical report (available on the College website) or submit other appropriate documentation.

14.5.4 Applications for AARA may require the submission of a detailed medical report that provides:

14.5.4.1 diagnosis of disability and/or medical conditions

14.5.4.2 date of diagnosis

14.5.4.3 occurrence or onset of the disability and/or medical condition

14.5.4.4 symptoms, treatment or course of action related to the disability and/or medical condition

14.5.4.5 information about how the diagnosed disability and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment in Units 3 and 4.

14.5.4.6 professional recommendations regarding AARA, if applicable.

- 14.5.5 Students who are absent from school for extended periods of time (eg: weeks/months) need to see either the Program Leader for Middle School (Year 7 – 9) or Senior School (Year 10 – 12) to apply for access arrangements and/or adjustments.
- 14.5.6 Approval of the request of AARA will be at the discretion of the relevant Program Leader according to the rules outlined in the QCE and QCIA policy and procedures handbook issued by QCAA. These AARA arrangements will be communicated to the relevant staff, student and parents/care givers.
- 14.5.7 Subject teachers are made aware of these students and will cater for their needs when assessment is to be completed or adjusted. A student's pastoral leader may also be made aware to provide social-emotional support for the student.

15. Leave from School

- 15.1 Students are expected to attend school from the first day of school to the last day of school each term. Parents seeking leave from school for their daughter for sporting, cultural or family events must make a request in writing to the Principal.
 - 15.1.1 **NOTE:** Please be aware that AARA cannot be provided for family holidays or events. Written exams cannot be completed early, due to integrity in assessment instruments. This means any student who is away for examinations, will be required to complete them when they return at the start of the following term. Any assignments would be required to be submitted prior to the student going on holidays.
 - 15.1.2 **We would request that students not be taken out of the College in term time unless there are exceptional circumstances.**
- 15.2 **Class work**
 - 15.2.1 Subject teachers are not required to prepare work for students who will be absent from school due to family vacations.
 - 15.2.2 **The responsibility must lie with the student to ensure that they speak with their subject teachers regarding how best to complete work missed, prior to their departure, where possible.**
- 15.3 **Assessment**
 - 15.3.1 If a student is absent due to leave, **It is the student's responsibility to make arrangements for alternative assessment opportunities before she leaves, where possible, or upon her return.**
 - 15.3.2 **Year 11 and 12 students who miss assessment due to family holidays taken in term time** must be aware that if appropriate alternative arrangements, complying with the Queensland Curriculum & Assessment Authority cannot be made, **then the student may not receive credit for the unit's work in the subject for which assessment was missed.**

- 15.3.3 Final decisions about appropriate dates for assessment will be determined by the Dean of Teaching & Learning, in consultation with the relevant Curriculum Leader and the subject teacher. This will generally be before (except for examinations) the scheduled date for the assessment item but will always aim to maintain the integrity of the assessment item.
- 15.3.4 Students will not be exempted from any assessment items, due to granted leave.
- 15.3.5 No student may sit for an examination prior to the scheduled examination time. Examinations will be scheduled in the following term, except for Term 4.

16. Reporting

- 16.1 The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12, <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.
- 16.2 At Mt St Michael's College, Year 7 – Year 10 Academic Reports occur at the end of Semester 1 and Semester 2. They indicate Semester and Annual overall achievement for each subject. For Year 11 & 12, Unit Reports are provided at the end of each unit indicating overall school-awarded provisional marks for each assessment piece in each subject. Results for Units 3 & 4 are subject to the QCAA confirmation process. After each confirmation event, students can view their confirmed result for each summative internal assessment via myQCE.
- 16.3 **Progressive reporting**
 - 16.3.1 Following each assessment for Years 7 – 12, subject teachers enter progressive results and publish an annotated criteria sheet in the Learning Management System (LMS). All results are required to be entered 15 business days after the assessment due date or by the end of semester.
 - 16.3.2 Students and parents/carers have access to these results progressively in Student Café and Parent Lounge throughout the year.

16.4 **Review of awarded result**

16.4.1 A student may request a review of the result of an assessment task within 10 business days after the publication of the results or 48 hours before QCAA confirmation deadlines, provided there are academic grounds for the request.

16.4.2 Where a student considers that an individual assessment task has been incorrectly assessed, the student shall follow the process identified below:

16.4.2.1 The student must contact the subject teacher to seek feedback about their result. The subject teacher will meet with the student to identify how the evidence provided in their response meets the task criteria

16.4.2.2 If the student wishes to pursue a review of the result, the student must complete the application for review form and clearly identify the criterion they feel has not been accurately assessed. The subject teacher must complete the teacher declaration section on the application form.

16.4.2.3 The completed form must be submitted to the Dean of Teaching & Learning within the timeframe specified. If the student work has already been moderated as part of the College Quality Assurance Processes, the Dean of Teaching & Learning will advise the student that the application will not proceed.

16.4.2.4 If the Dean of Teaching & Learning proceeds with the review, the assessment task will be re-marked by another teacher qualified in the subject area.

16.4.2.5 The Dean of Teaching & Learning will then consider the result of the re-mark and will determine the result to be awarded. If an alternative result is awarded, the student's result will be amended in the Learning Management System.

16.5 **Confirmed Results**

16.5.1 If a student result changes as part of the QCAA confirmation processes in Units 3 & 4, the relevant Curriculum Leader will update the student result in the Learning Management System and advise the student and family of the change.

17. Document management and control

This policy will be reviewed every three years or as otherwise required by law.

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1.0	22 April 2015	DP Curriculum	April 2015	DP Curriculum	DP Curriculum
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3.0	December 2022	Dean of T & L	January 2023	Dean of T & L	Dean of T & L
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