



## **ASSESSMENT AND REPORTING**

(V2.0-2021.03)

### **1. Preamble**

Mt St Michael's College ("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 incorporate 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 class 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. Purposes**

- 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 and students, parents/carers.
- 3.4 To ensure adherence to all policies and procedures of the Queensland Curriculum & Assessment Authority.

## **4. Guidelines**

- 4.1 Current assessment information and requirements are communicated to the College community by means of:
  - 4.1.1 Parent Evenings
  - 4.1.2 Year Level Meetings
  - 4.1.3 Student Café
  - 4.1.4 Student assessment calendar
  - 4.1.5 College communications including emails, the website, Parent Lounge and Student Cafe.
- 4.2 On-going student performance is communicated to parents via Parent Lounge at the end of each semester / unit through College Academic Reports.
- 4.3 Access Arrangements and Reasonable Adjustments (AARA) is given to students for documented illness and/or family trauma or National /International Sport, to ensure that the principles of justice and equity apply. This is carried out in accordance with the Queensland Curriculum & Assessment Authority QCE policy.

## **5. Supporting documents**

- 5.1 <https://www.qcaa.qld.edu.au/senior/documentations-and-qualifications/qce-qcia-handbook-2019>
- 5.2 <https://www.qcaa.qld.edu.au/senior/documentations-and-qualifications/qce-qcia-handbook-2019/6-aara>



## 1. Assessment Procedures

### 1.1 Assessment

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.

Assessment plays an integral role in improving learning and informing teaching at Mt St Michaels' 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).

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 Documentation of Education, and a student's ATAR.

### 1.2 Assessment information for students

Each student:

- can view the assessment calendar in Student Cafe, which outlines assignment and examination dates;
- is given a course overview with details of assessment and due dates in the subject class;

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, experience has shown that 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.

## 2. Examinations

2.1 Examinations will occur throughout each period of learning, in class time for all students. There may also be designated times for longer examinations and multiple classes.

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

### 2.2 Examination procedures

Students should:

- 2.2.1 read the examination schedule to confirm correct rooms and times for exams.
- 2.2.2 arrive to the examination 15 minutes before the exam commences.
- 2.2.3 arrive dressed in full school uniform for all examinations, unless practical

subjects require a different uniform.

- 2.2.4 bring a clear container to hold their examination equipment - (the examination toolbox):
- 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 (Years 7-10)
- 2.2.5 ensure laptops are fully charged if they are to be used.
- 2.2.6 engage all recent software updates have been completed prior to electronic examinations.
- 2.2.7 leave any unauthorised equipment outside the examination room. This includes (but is not limited to) smart phones, watches and pens. Leave bags outside the examination room. If there are valuables in bags, they should be locked in the student's locker.
- 2.2.8 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.
- 2.2.9 raise their hand if they have a question pertaining to the examination paper.
- 2.2.10 follow the College Assessment and Reporting Policy if absent on the day of the examination.
- 2.2.11 remain at the College if there are two or more exams sessions scheduled on one day.
- 2.2.12 leave after the examination to continue study and preparation for remaining assessments.

College policy and procedures:

- 2.2.13 Curriculum leaders / teachers will manage absences from examinations, liaising with Middle/Senior School Program Leaders.
- 2.2.14 Deputy Curriculum will manage any academic integrity breeches according with the College Assessment policy.

### **3. Assignments**

- 3.1 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:
- 3.1.1 Research assignments
  - 3.1.2 Oral presentations
  - 3.1.3 Group performances
  - 3.1.4 Multimodal projects
  - 3.1.5 Practical assessment

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

## **3.2 Drafts**

3.2.1 A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

3.2.2 Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

3.2.3 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.

### **3.2.4 Providing feedback on a draft**

- Teachers provide feedback on a maximum of **one** draft of each student's response.
- Providing feedback is a consultative process, not a marking process.
- No results will be allocated for the draft student response.
- Feedback on a draft will not compromise the authenticity of student work.
- 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.

### **3.2.5 Students may be advised to:**

- consider other aspects of the text, report, performance or activity they are creating or responding to.
- develop their response to show more awareness of the audience.
- give priority to the most important points by rearranging the sequence and structure of ideas.
- conduct further investigation to support an argument or communicate meaning.
- adhere more closely to the referencing style selected by the College.

3.2.6 Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback.
- verbal feedback.
- feedback provided through questioning.
- summary of feedback and advice to the whole class.

## **3.3 Managing response length**

3.3.1 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:

- indicate the scope and scale of the response required.

- ensure equity of conditions for all students.
- support students to develop skills in managing the length, scope and scale of their responses appropriately.
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement.
- 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.

### **3.3.2 Students should:**

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

3.3.3 School policy and procedure managing all response length in assessment, and as per the QCE handbook, can manage word length suitable to assessment technique and response type. The teacher and curriculum Middle Leader, in consultation with the Senior Schooling Program Leader or Deputy Principal Curriculum will make decisions regarding the management of word length in two ways:

- for example, short and extended response tasks teachers will clearly cross out the final sections that will not be considered in the marking process due to length.
- for data 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.
- teachers will provide a clear comment in feedback and reports regarding the importance of adhering to response requirements.

## **3.4 Final copy of assignment**

### **3.4.1 Students must abide by the following guidelines for all assignments:**

- Student must submit assignments to Student Café by 9am and in hard copy (as instructed on task sheet) on the due date. Due date, time and location (classroom or assignment box in the staff study) will be clearly stated as part of the conditions on each assessment item.
- When clearly identified on the cover sheet, students in Years 7 to 12, must submit assignments through Student Café.
- A hard copy, including the criteria sheet must be submitted, unless otherwise stated.
- If a student is ill or absent on the due date of an assessment task or draft, they must follow the guidelines outlined in the illness/absentee section of this policy.
- Students will be required to finalise incomplete assessment items in their own time at the College e.g., Curriculum Catch-up sessions, during

examination blocks or on student free days. Parents will be notified accordingly.

### **3.5 Orals and practical assessment**

- 3.5.1 Orals or practical assessment may occur at any time, throughout each unit. These are usually individual or small group presentations or performances.
- 3.5.2 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 class teacher.
- 3.5.3 Students will be expected to submit written supporting material for all oral and non-written assessment tasks **on the due date**.
- 3.5.4 Other supporting evidence may be required such as a digital or audio tape of student performances.
- 3.5.5 In some cases, particularly in Year 11 & 12, assessment may be conducted outside of scheduled hours to minimise the loss of class time, at teacher discretion.
- 3.5.6 If a student is ill or absent (including TAFE) on the due date of an assessment task or draft, they must follow the guidelines outlined in the illness/absentee section of this policy, also found in the student diary.
  - Where possible, group assessment will go ahead, and alternative arrangements will be made for the absent student.

## **4. Extension**

- 4.1 There can be extenuating 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.
  - 4.1.1 Parents/carers (Year 7-9) and students (Year 10 – 12) should inform the teacher of the problem and should approach their Curriculum Middle Leader if they require an extension prior to the due date of the assignment. This should be done as far in advance of the due date as possible.
  - 4.1.2 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 or Senior School Program Leaders. Medical documentation must be submitted to the Middle or Senior School Program Leader. The student will then submit the assignment on/by the extension date by 9am.
  - 4.1.3 The Middle or Senior School Program Leader and the respective Curriculum Leader and class teacher will determine the merit of the request and the length. of the extension granted.

## **5. Non-submission by due date**

### **5.1 Draft/Checkpoint**

- 5.1.1 If the student fails to hand in an appropriate draft or meet a checkpoint by the due date the following procedures will apply:
  - the subject teacher or Curriculum Middle Leader will contact (phone call or email) the parents;

- the student will be required to attend a Curriculum Catch-Up on a designated day (Year 8 – 12) or a lunch time detention, for Semester 1 (Year 7) and the draft copy of the assignment must be handed in by the end of the detention;
- there may be no feedback given to the student on the draft/checkpoint.

## **5.2 Final copy of assignment**

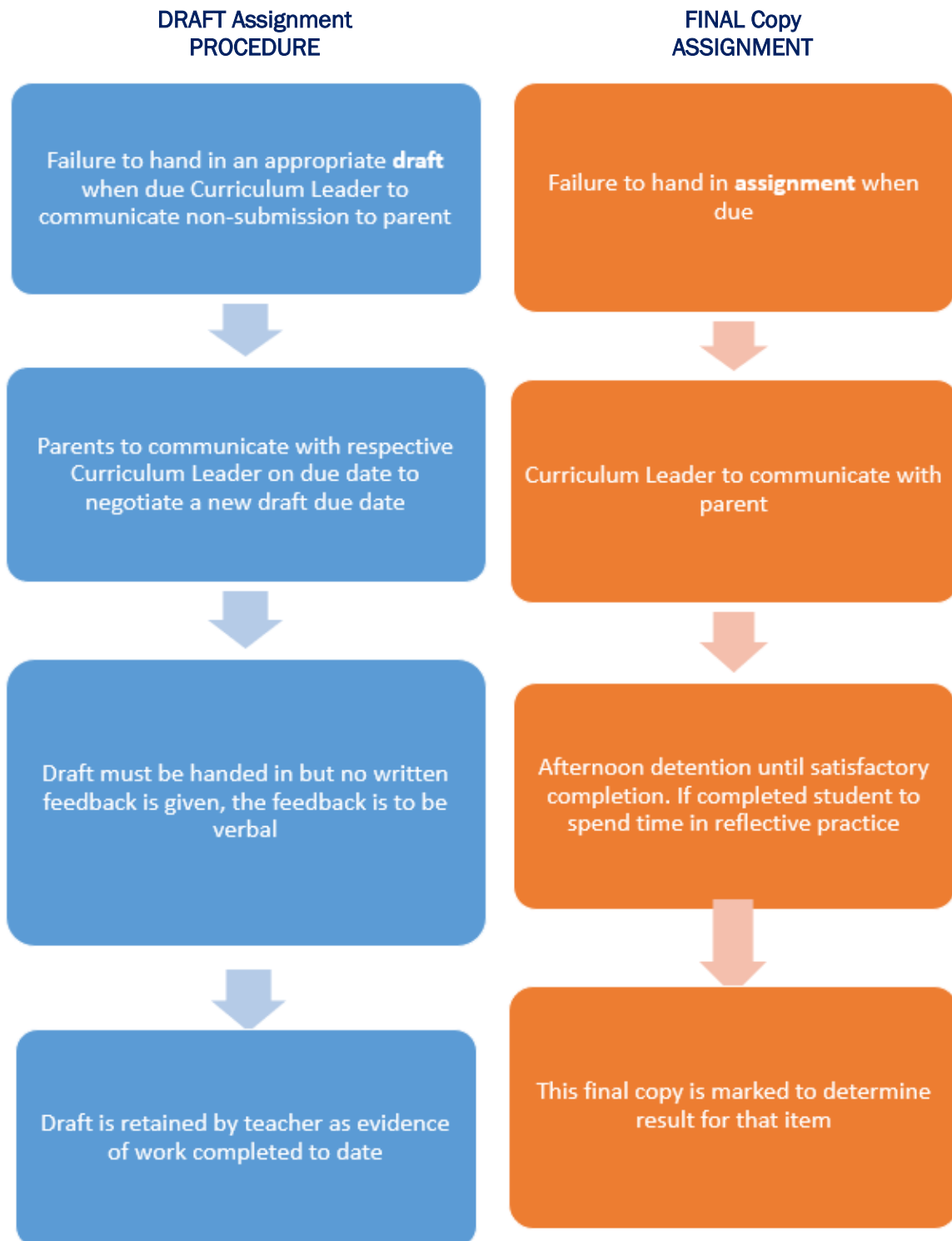
- 5.2.1 Should a student fail to submit or complete an assignment task (all conditions of the assignment task must be met, including submission through Student Café, if this is a requirement of the assignment) at the arranged time on the due date, then it is deemed to be a non-submission, unless:
- an application for extension has been approved by the Curriculum Middle Leader and/or Program Leaders Middle and Senior School;
  - the appropriate processes have been followed for illness or absenteeism;
  - an application has been made for AARA.
- 5.2.2 If the student fails to hand in the assignment by the due date the following procedures will apply:
- the subject teacher or Curriculum Middle Leader will contact (phone call, email or letter) the parents;
  - student will be required to attend a Curriculum Catch-Up session on a designated day (Year 8 – 12) or a lunch time detention in Semester 1 (Year 7);
  - the teacher will grade the draft copy of the student's work in progress where appropriate, and this will be used to award a grade.
- 5.2.3 Where students have not submitted the required assessment in a unit, they may have insufficient assessment to be given credit for the unit's work.





## Consequences of Non-Submission of Assessment – Flowchart

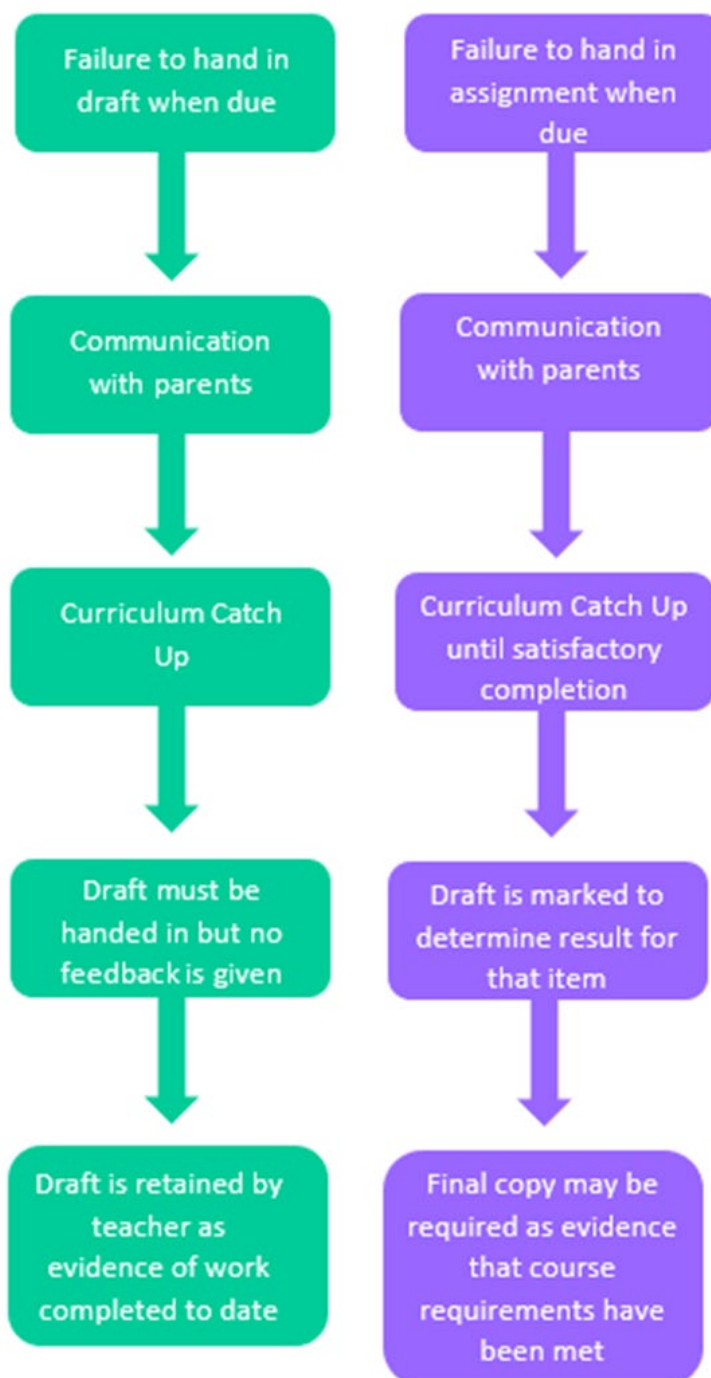
MIDDLE SCHOOL  
Years 7, 8 and 9





## Consequences of Non-Submission of Assessment – Flowchart

SENIOR SCHOOL  
Years 10, 11 and 12



## 6. Academic integrity

6.1 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.

### 6.2 Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	A student: <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicates with any person other than a supervisor during an examination, e.g., through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
<b>Collusion</b>	When: <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	A student: <ul style="list-style-type: none"> <li>arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>
<b>Copying work</b>	A student: <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	A student: <ul style="list-style-type: none"> <li>gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	A student 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.  A student completes a response to an assessment in place of another student.
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio- or audio-visual material, figures, tables, design, images, information or ideas).
<b>Self-plagiarism recycling</b> /	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.

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### **6.3 Establishing authorship**

6.3.1 Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- 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.
- 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.

6.3.2 To establish authorship of final responses, teachers may:

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

### **6.4 Responsibilities for establishing authorship**

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

6.4.2 Teachers:

- 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
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

6.4.3 Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes such as to:
  - sign a declaration of authenticity, (See Appendix 1)
  - submit a draft
  - submit the final response using plagiarism-detection software,
  - where required, participate in interviews during and after the development of the final response.

6.4.4 Parents/carers:

- 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 drafting and providing feedback on a draft student response

## **6.5 Inability to establish authorship**

- 6.5.1 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 or syllabus standards.
- 6.5.2 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, schools:
- provide an opportunity for the student to demonstrate that the submitted response is their own work. This may mean an assignment that cannot be matched to student's own work may need to be re-submitted within controlled conditions.
  - 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 may mean only the work that can be deemed authentic will be used in the final grading of the assessment item.

## **7. Illness and absenteeism**

### **7.1 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 respective Curriculum Middle Leader immediately to advise of the student absence and to organise an alternative time to complete the task or to hand the task in.
- 7.1.1 If the student is in Year 10, 11 or 12 medical documentation must be presented to the Curriculum Middle Leader who will attach it, together with their approval for changed assessment conditions, onto the student's completed task to be included in the student's subject assessment folio.
- 7.1.2 If the student is in Year 7 – 9 a signed and dated note from the parent/carer or medical documentation must be presented to the Curriculum Middle Leader who will attach it, together with their approval for changed assessment conditions, onto the student's completed task to be included in the student's subject assessment folio.
- 7.1.3 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 Curriculum Middle Leader and/or Program Leader Middle School and medical documentation must be obtained.
- 7.1.4 If a student in Year 7 – 9 has handed in a hard copy of the task and absent in the following lesson for their practical component, a note /medical documentation is required.
- 7.1.5 Failure to produce medical documentation (Year 10 – 12) or a note (Year 7 – 9) will mean that a student is absent, without cause, on the day and therefore receives no credit for that piece of assessment, which may mean that the student may have insufficient assessment to be given credit for the

unit's work.

- 7.1.6 Repeated absences on due dates for students will be monitored by the respective 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 Deputy Principal: Curriculum.
- 7.1.7 Medical documentation will only be accepted from a doctor who is not a relative.
- 7.1.8 Medical documentation must indicate the correct days of absence to support extension or amended assessment conditions.

Any student who participates in a Vocational Education and Training 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 for Career Pathways with Curriculum Middle Leader will occur.

## **7.2 Examination**

- 7.2.1 When a student is absent from school on the day of an examination, a catch-up examination will be arranged. The catch-up examination may occur after school to minimise the time that the student is absent from class.

## **7.3 Assignments**

- 7.3.1 When a student is absent from school on the day an assignment is due, they must:
- submit the assignment electronically, **due by 9.00am**, if a hard copy is unable to be handed in at the due time;
  - hand in a hard copy of the assignment together with the appropriate documentation (Medical Documentation Years 10-12; Parents letter Years 7-9) to the Curriculum Middle Leader (or the assignment box if the Curriculum Middle Leader is unavailable) by 9.00am on the next day that the student is at school.



## Procedures to follow due to illness – Flowchart

**MIDDLE SCHOOL**  
Years 7, 8 and 9

### Assignment submission Process

Short term illness - parent to contact Curriculum Leader on due date.  
Long term illness - parent to contact Program Leader-Middle School along with the Curriculum Leader

Assignment must be submitted electronically **when it is due.**

Hard copy of assignment (If requirement was hard copy) must be submitted to the class teacher with a parent note by 9 am on the next day that the student is at school

If above steps are not followed, consequences for non-submission of an assignment will be followed.

### Examination/Oral Process

Inability to attend examination/oral due to illness

A parent must contact the Curriculum Leader (Year 7 - 9) to advise of the absence on the day of the exam/oral

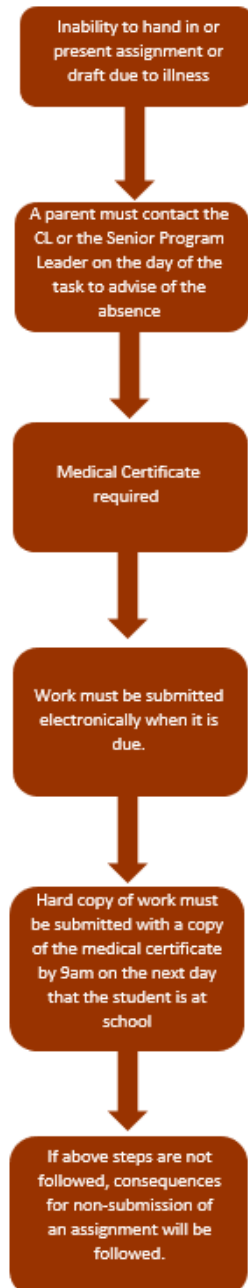
Curriculum Leader will arrange a catch-up exam/oral



## Procedures to follow due to illness – Flowchart

### SENIOR SCHOOL Years 10, 11 and 9

#### Assignment submission Process



#### Examination/Oral Process



Please see the Program Leader Senior School if your illness is ongoing or your illness affects several assessment items.



## 8. Access Arrangements and Reasonable Adjustments (AARA)

8.1 Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. Mt St Michael's College will use AARA guidelines to make appropriate decisions about assessment conditions for General, Applied and Senior External Examination syllabuses. In making decisions about AARA, schools are required to consider what adjustments to assessment conditions are reasonable in the context of the eligible student's circumstances.

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/carer's choice.

### Access arrangements:

- 8.1.1 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
- 8.1.2 enable a student to access assessment and demonstrate their knowledge
- 8.1.3 do not change assessment conditions.

### Reasonable adjustments:

- 8.1.4 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
- 8.1.5 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.**
- 8.1.6 may be unique and tailored specifically for a student's needs and, therefore, may not be listed in this policy.

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 school 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 (QCAA Regulation). 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 (Yr 11) by Mt St Michael's College is not a guarantee that students will access the same adjustments for assessment in Unit 3 and 4.**

## 8.2 Eligibility

- 8.2.1 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.
- 8.2.2 These barriers fall into three broad categories:
- permanent
  - temporary
  - intermittent.
- 8.2.3 QCAA uses four broad application categories for AARA eligibility:
- Cognitive
  - Physical
  - Sensory
  - Social/Emotional
- 8.2.4 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 also consider applications for certain cultural obligations or personal circumstances.
- 8.2.5 Students who have situations that may make them eligible to receive AARA need to provide appropriate documentation to support their claim such as medical documentations and/or parental letter, sporting organisation's schedule of events for short term illness / injury or medical specialist, psychologist, psychiatrist, for longer term conditions that affect learning and assessment. **Students must complete the QCAA Student Statement form prior to applying for AARA (see Appendix 2).**
- 8.2.6 Most applications for AARA require the submission of a detailed medical report (see Appendix 3) that provides:
- diagnosis of disability and / or medical conditions
  - date of diagnosis
  - occurrence or onset of the disability and/or medical condition
  - symptoms, treatment or course of action related to the disability and/or medical condition
  - information about how the diagnosed disability and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment in unit 3 and 4.
  - professional recommendations regarding AARA, if applicable.
- 8.2.7 Students who are absent from school for extended periods of time (e.g.: weeks/months) need to see either the Middle (Year 7 – 9) or Senior School (Year 10 – 12) Program Leaders to apply for arrangements and/or adjustments.
- 8.2.8 Approval of the request of AARA will be at the discretion of the Middle and Senior Program Leaders according to the rules outlined in the Queensland

Documentation of Education (QCE) issued by QCAA. These AARA arrangements will be communicated to the relevant staff, student and parents / care givers.

- 8.2.9 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 and Home Room teacher are also made aware to provide social-emotional wellbeing for the student.

## **9. Leave from school**

- 9.1 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.

**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.

**We would request that students not be taken out of the College in term time, unless there are exceptional circumstances.**

### **9.2 Class Work**

- 9.2.1 Teachers are not required to prepare work for students who will be absent from school due to family vacations.
- 9.2.2 **The responsibility must lie with your daughter to ensure that she speaks with teachers regarding how best to complete work missed, prior to her departure, where possible.**

### **9.3 Assessment**

- 9.3.1 **If a student misses assessment tasks 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.**
- 9.3.2 **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 will not receive credit for the unit's work in the subject for which assessment was missed.**
- 9.3.3 Final decisions about appropriate dates for assessment will be determined by the Deputy Principal Curriculum, in consultation with the relevant Curriculum Middle Leader and the class 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.
- 9.3.4 Students will not be exempted from any assessment items, due to granted leave.
- 9.3.5 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.

## 10. Reporting

- 10.1 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>.
- 10.2 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, including criteria. For Year 11 & 12, Unit Reports are provided at the end of each Unit indicating overall marks for each assessment piece in each subject.
- 10.3 Progressive Reporting**
- 10.3.1 Following each assessment for Years 7 – 12, teachers enter results and progressive feedback in the Learning Management System (LMS). All results and progressive feedback comments are required to be entered 4 weeks after the assessment due date.
- 10.3.2 Students and parents/carers have access to these results progressively in student café and parent lounge throughout the year.
- 10.3.3 At MSM we have a whole school approach to progressive reporting and recognise that quality feedback that is constant and continual, improves understanding of criteria and Instrument Specific Marking Guides (ISMGs) that are linked to student goals.

## 11. Document management and control

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

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Version	Approval date	Approved by	Effective date	Policy Owner	Policy Contact
1.0	22 April 2015	DP Curriculum	22 April 2015	DP Curriculum	DP Curriculum
2.0	March 2021	DP Curriculum	19 April 2021	DP Curriculum	DP Curriculum



### APPENDIX 1

**All AARA applications will require a Student Statement using the QCAA model attached. ....**



190497\_AARA\_Confidential\_student\_stateme

### APPENDIX 2

**All AARA applications will require a Medical Report document using the QCAA model attached. ....**



190495\_AARA\_Confidential\_medical\_report

### APPENDIX 3

**All assessment items will include an authenticity statement, which students are required to sign before they hand in their assignment.**

#### Authenticity Statement

Academic integrity is applying the principles of integrity to your academic responsibilities and approaching them in an honest, moral and ethical way. Queensland Curriculum and Assessment Authority. (2018) Academic integrity. Retrieved from: <https://www.qcaa.qld.edu.au/senior/assessment/academicintegrity>