




ASSESSMENT POLICY

Secondary School

Purpose:	This Assessment Policy aims to: <ul style="list-style-type: none"> • provide staff, student and parents with relevant information on matters pertaining to assessment. • ensure that assessment procedures are clear and equitable for all students. • to ensure compliance with QCAA policies and procedures. 		
Scope:	The Policy applies to all teaching staff and students.		
References and Legislation:	<ul style="list-style-type: none"> • Australian Government Department of Education - <i>Australian Framework for Generative Artificial Intelligence (AI) in Schools</i> (https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools) • Queensland Curriculum & Assessment Authority – <i>Artificial Intelligence</i> (https://www.qcaa.qld.edu.au/about/k-12-policies/artificial-intelligence) • Queensland Curriculum & Assessment Authority - <i>QCE and QCIA policy and procedures handbook</i> (https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) • Queensland Curriculum & Assessment Authority – <i>Directions for administration – External assessment</i> (available in the secure QCAA Portal - https://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page) • <i>QCAA Medical Report</i> (Student Café/Parent Lounge/Staff Kiosk → School Links → Assessment) • <i>QCAA Student Statement</i> (Student Café/Parent Lounge/Staff Kiosk → School Links → Assessment) • <i>Referencing in Assignments</i> (Student Café/Parent Lounge/Staff Kiosk → School Links → Assessment) • Queensland Government Department of Education - <i>P-12 curriculum, assessment and reporting framework</i> (https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) • Queensland Curriculum & Assessment Authority – <i>Australian Curriculum in Queensland</i> (https://www.qcaa.qld.edu.au/p-10/aciq) • Queensland Curriculum & Assessment Authority – <i>Senior subject syllabuses</i> (https://www.qcaa.qld.edu.au/senior/senior-subjects) 		
Ormiston College Related Documents:	<ul style="list-style-type: none"> • AI Policy (Student Café/Parent Lounge/Staff Kiosk → School Links → College Policies) • Assessment Calendars (Student Café/Parent Lounge/Staff Kiosk → School Links → Assessment) • Application for an Extension (Student Café → Links → Assessment / Parent Lounge → School Links → Assessment) 		
Policy Owner:	College Governing Body	Version:	V130125
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Authorised by:	Michael Hornby	To Be Reviewed:	Annually
Date of Authorisation:	31/01/2025	Next Review Date:	January 2026
Signature:			

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RATIONALE

In order to provide meaningful information to students, teachers, parents and specific external bodies, such as Queensland Curriculum and Assessment Authority (QCAA), about a student's academic progress, teachers at Ormiston College use a variety of assessment conditions, techniques and instruments. Such assessment comes naturally from the teaching and learning process and is an integral part of teaching and learning.

PRINCIPLES

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

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

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learned and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

ASSESSMENT SCHEDULE

Assessment Calendars and Study Planners will be produced early each Term and published in Student Café and Parent Lounge. All due dates of summative assessment items will be provided. Individual assessment task sheets may offer additional checkpoint dates that will need to be met by students. The Deputy Head of Secondary Years (Academics), in determining the assessment schedules, will ensure that no student has more than two assessment tasks due on the same date.

For Senior students, a Block Exam schedule will be published at least one week prior to the beginning of the block. The Deputy Head of Secondary Years (Academics) will endeavour to minimise Block Exam days where a student may have more than one exam on a day. While all due care and attention is made to eliminate clashes, if any are discovered, it is the student's responsibility to meet with the Deputy Head of Secondary Years (Academics) immediately.

Students are responsible for planning and managing their time to adhere to the Assessment Schedule due dates, including all checkpoints for individual assessment tasks.

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Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given notice in writing by the Deputy Head of Secondary Years (Academics). Any changes to the Assessment Calendars will only occur with the approval of the Deputy Head of Secondary Years (Academics).

DRAFT AND ASSESSMENT DUE DATES

Supervised Assessment / Examinations

Student Responsibilities:

- i. To conduct the supervised assessment with integrity and honour (see *Academic Misconduct* section below). This includes remaining in silence without interaction with any other student, from the time of entering the exam venue until all response papers are collected after the completion of the supervised assessment and following all assessment instructions.
- ii. To ensure that only authorised materials are brought into the examination venue, e.g., writing instruments, approved calculator, etc. In some cases, this may include stimuli provided by the Teacher, e.g. an English novel, seen stimulus.

Teacher Responsibilities:

- i. Supervised assessment materials, such as question papers, answer booklets, lined or graph paper will be readily available.
- ii. All materials brought in by students should be checked for compatibility with assessment conditions.
- iii. To notify the Academics Office of absent students and provide copies of the supervised assessment (or comparable assessment) for catch up upon students return.
- iv. To complete marking and reporting via Staff Kiosk within a nominal two weeks from the completion date.

Assignments and Oral Presentations / Performances

Student Responsibilities:

- i. To complete all assessments (including drafts) with academic integrity and honour.
- ii. All written assessment must be saved in students' OneDrive location to facilitate version history checks if/when necessary.
- iii. To submit drafts and final assessment responses via Student Café by **8.30am on the due date** unless an approved AARA* is in place.
- iv. Where appropriate, audio-visual documents must be uploaded to a location specified by your Teacher by **8.30am on the due date**.
- v. In some cases, physical copies of drafts and assessment responses are required; these must be submitted at the beginning of the designated lesson on the due date.

* See Access Arrangements and Reasonable Adjustments (AARA) section below.

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Teacher Responsibilities:

- i. To check all students have submitted responses during the next designated lesson on or after the due date.
- ii. To follow up with any student where a response has not been submitted as per '*Failure to submit draft or assessment on due date*'.
- iii. In the case of a member of a group being absent on the presentation/performance day, the decision as to whether the rest of the group is to perform on that day is at the Academic Coordinator's discretion.
- iv. To complete marking and reporting via Staff Kiosk within a nominal two weeks from the due date.

Failure to Submit Draft or Assessment on Due Date

Teacher Responsibilities:

If a draft or assessment response is not submitted, check students' absence status for the day.

- i. If a student is absent, at the next available opportunity, direct student to the Academics Office at the next available break (such as morning tea, lunch, after school) if no notification of extension has already been received.
- ii. If a student is present in class on the submission date, and no notification of extension has already been received:
 - a. If a student has a valid reason for missing the 8.30am submission time, ask the student to immediately submit completed work (or perform what they can in the case of a presentation).
 - b. If a student has no valid reason for missing the 8.30am submission time, allow student to immediately commence writing their response to the assessment task and submit at the end of the lesson. At end of lesson, direct student to the Academics Office at the next available break (such as morning tea, lunch or after school).
- iii. If requested by the Academics Office, complete Pastoral Care entry and generate a parental contact email (including appropriate consequence, see below) about non-submission of assessment.

Absence on Draft or Assessment Due Date

Student Responsibilities:

- i. For a Draft submission, all requests for extensions should be directed to the Classroom Teacher.
- ii. For Final assessment submissions, complete the *Application for an Extension* Form (available in Student Café → Links → Assessment) as soon as the student is aware of absences interfering with assessment due dates. Note, you may be required to attend a meeting with the Deputy of Secondary Years (Academics) prior to approval of extensions.
- iii. Supply supporting documentation (such as medical certificate) to the Academics Office as soon as possible (this can be done in person or email academic@ormiston.qld.edu.au).
- iv. Update their Student Handbook and Assessment Schedule with any amended due dates once approval confirmation email has been received.
- v. **For a known absence** (e.g., sporting representation, family holiday), as per the *QCE and QCIA policy and procedures handbook v4.0*, students' assessment work must be submitted **on or before** the due date, unless an approved AARA is in place.

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- vi. **For an unforeseen absence** (e.g., illness or misadventure), a medical certificate or QCAA Medical Report (for Senior School students) is mandatory. Failure to supply a medical certificate/report may see a nil response, or only monitored progress to date may be used to award a grade.

Consequences for Failure to Submit Draft or Assessment on Due Date

If a draft or assessment response is not submitted and no notification for extension has been received, the following consequences should occur:

- i. Student is requested to complete as much of the assessment as possible in the lesson time and submit their response at the end of the lesson.
- ii. Direct student to the Academics Office at the next available break (such as morning tea, lunch or after school).
- iii. The Deputy Head of Secondary Years (Academics) will determine if further consequences should apply. If supported, the Deputy Head of Secondary Years (Academics) will advise the relevant Academic Coordinator.
 - a. A Pastoral Care entry will be added by the Academic Coordinator for failure to submit a draft or assessment, and an email will be sent to the parents to indicate the consequences of failure to submit a draft or assessment and to issue a Friday afternoon detention.
 - b. The Friday afternoon detention time will be used for the student to work on and submit a response by 5pm.
- iv. In the case of a draft submission, the Teacher will provide feedback on the submission. Feedback will still be supplied for the draft response submitted.
- v. In the case of the final assessment submission, results will only be awarded upon approval of extension from the Academics Office, otherwise a result based on the submitted work at 8.30am on the due date or a 'nil' response is to be recorded if no submission was received. Feedback will still be supplied for the final response submission.

PROGRESS MONITORING

Progress monitoring includes strategies to ensure students can find success in their studies and assessment. In the classroom, this typically includes the use of Microsoft Teams and and/or OneNote; these may include detailed weekly and/or unit outlines, learning intentions and success criteria for set learning experiences, resources and references, worked examples, practice sets, video support materials, revision materials, task and criteria sheets, scaffolding documents and access to sample/past assessment.

All Assessment Task sheets will have clearly stated any progress monitoring strategies and timelines for the successful completion of the task. Some progress monitoring strategies may include scaffolding, checkpoints, holding drafts, feedback drafts, verbal feedback/conference, written feedback.

Student Responsibilities:

- i. To ensure that all progress monitoring dates are met.
- ii. If required, to seek assistance from the Classroom Teacher in the planning stages to meet progress monitoring checkpoints. In cases of time management across a range of subjects, additional consultation with other staff, such as the Wellbeing Teacher, Academic Coordinators, Learning Enhancement Teacher or Student Support Services may be of assistance.

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Teacher Responsibilities:

- i. Use progress monitoring strategies to establish student authorship, identify and support students to complete assessment and manage response length.
- ii. Any feedback should align with guidelines set out in the QCE and QCIA policy and procedures handbook v4.0 (section 8.2.4 and 8.2.5). Teachers may include suggestions such as:
 - a. Consider other aspects of the text, report, performance, or activity.
 - b. Develop the response to show more awareness of the intended audience or purpose.
 - c. Rearrange the sequence and structure of the response to prioritise the most important points.
 - d. Investigate further to expand the response.
 - e. Synthesise the response by editing or removing excess information.
 - f. Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
 - g. Adhere more closely to the referencing style required by the task.
- iii. Feedback is:
 - a. A consultative process that indicates aspects of the response to be improved or further developed.
 - b. Provided in a timely manner, typically within one (1) week of receiving the draft and one (1) week prior to the final copy due date.
- iv. Feedback must NOT:
 - a. Compromise the authenticity of a student response.
 - b. Introduce new ideas, language or research to improve the quality and integrity of the student response.
 - c. Allocate a mark/grade.
- v. If progress on assignments, oral presentations/performance is deemed not acceptable by a stated date, complete a Pastoral Care entry to generate parental contact email about missing draft checkpoints. This may include consequences such as lunch time and/or Friday detentions.

MANAGING RESPONSE LENGTH

All Assessment Task Sheets will have clearly stated response length; such as word limit, time limit, page limit. As per QCE and QCIA policy and procedures handbook v4.0 (section 8.2.6), the following table indicates inclusions and exclusions.

Student Responsibilities:

- i. To ensure that all assessment tasks are within the stated response length, using the inclusions/exclusions tables below:

	Word Length	Page Length
Inclusions	<ul style="list-style-type: none">• all words in the text of the response• title, headings, and subheadings• tables, figures, maps, and diagrams containing information other than raw or processed data• quotations• footnotes and endnotes (unless used for bibliographical purposes)	<ul style="list-style-type: none">• all pages that are used as evidence when marking a response

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Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures, and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes@ • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes* • blank pages
<p>* For example, by-lines, banners, captions, and callouts used in genre-related written responses. @ Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Response Length – Duration	
Inclusions	<ul style="list-style-type: none"> • Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music. • Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation.
Exclusions	<ul style="list-style-type: none"> • Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.

* Adapted from QCAA (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#5>)

Teacher Responsibilities:

- i. To advise students of response length during progress monitoring strategies used.
- ii. After all progress monitoring strategies have been implemented, if the student’s response exceeds the response length, the Teacher will:
 - a. allow a student to redact their response to meet the required length, before a judgment is made on the student work; then
 - b. mark only the work up to the required length, excluding evidence over the prescribed limit.
 - c. annotate any such student work submitted to clearly indicate the evidence used to determine a mark/grade.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS (GenAI)

Ormiston College is committed to using GenAI in an ethical, transparent, and responsible manner. The College acknowledges that GenAI has the potential to significantly enhance learning and teaching (*AI Policy*). The use of GenAI in assessment is to support learning, not bypass it. It may be used for brainstorming, clarification, structuring, editing or enhancing students’ original work.

Student Responsibilities:

- i. To understand when, where, what and how GenAI may be permitted to be used for assessment.
- ii. Follow the explicit instructions from the task sheet and the Teacher; if unsure, ask your Teacher.

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- iii. If GenAI is permitted:
 - a. Track the conversation with the GenAI (including prompts and outputs) by copying into an appendix of your assessment document (which is saved in your OneDrive).
 - b. To appropriately cite and reference any use of GenAI.
- iv. **ALL** submitted written assignments **MUST** include a declaration of GenAI use on the cover page, as outlined in the [Referencing in Assignments](#) documentation (available in Student Café/Parent Lounge → Links → Assessment)

The format is as follows:

"I acknowledge the use of [insert GenAI and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use]."

Teacher Responsibilities:

- i. To ensure the importance of academic integrity is at the forefront of any GenAI use.
- ii. To communicate the extent of GenAI use allowable for any assessment. The task sheet will indicate the level of GenAI permitted as per the table below.
- iii. To monitor student use of GenAI, and if academic misconduct is suspected, to intervene as early as possible.

Level	Use	Description	Example Statement for assessment
1	No AI use	The assessment is completed entirely without AI assistance.	GenAI is not permitted for any use in the production of the draft or the final submission.
2	AI-planning	AI can be used for pre-task activities, such as brainstorming, generating and/or clarifying ideas, initial research.	GenAI is permitted for brainstorming, generating and/or clarifying ideas, however, cannot be used to write any component of the draft or final submission.
3	AI-collaboration	AI can be used to make improvements to the clarity or quality of student created work to improve the final product, but no new content can be created.	GenAI may be used to refine and edit your own original work, however, cannot be used to write any new component of the draft or final submission. Your original work must be included in an appendix.
4	AI-task completion	AI can be used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content.	GenAI may be used to complete specific components as outlined in the task sheet, however, you must include a critical evaluation of the GenAI output used in your final submission.
5	Full AI use	AI can be used as a collaborator in order to meet the requirements of the assessment.	GenAI may be used throughout the task at your discretion.

* Adapted from Perkins, M., Furze, L., Roe, J., MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (<https://doi.org/10.53761/q3azde36>)

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ACADEMIC MISCONDUCT

Ormiston College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct.

Student Responsibilities:

- i. Students are responsible for their own academic integrity when completing or submitting assessment work as their own.
- ii. To carefully review Assessment Task Sheets to understand assessment conditions and what is permitted for task completion.
- iii. To save all assessment work in OneDrive to facilitate version history checks if necessary.
- iv. Senior School students are required to complete the *Academic Integrity Course for Students*, this will occur prior to the commencement of their final year of studies.

Teacher Responsibilities:

- i. To be aware of common types of academic misconduct (see *QCE and QCIA policy and procedures handbook v4.0* (section 8.1.2) and stated below).
- ii. To complete the *Academic Integrity Course for Teachers*, in the QCAA Portal.
- iii. To actively promote academic integrity in the class and during assessment.
- iv. If academic misconduct is suspected, inform the relevant Academic Coordinator immediately. After investigating, the Academic Coordinator will discuss with the Deputy Head of Secondary Years (Academics) where appropriate consequences will be determined.

Supervised Assessment

Academic misconduct in supervised assessment may include when a student:

- i. begins to write during perusal time or continues to write after the instruction to stop writing is given
- ii. uses unauthorised equipment or materials
- iii. has any notation written on the body, clothing or any object brought into an examination venue
- iv. 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
- v. disobeys a reasonable Teacher instruction during a supervised assessment/examination.

Assignments and Oral Presentations / Performances

Academic misconduct in assignments and oral presentations/performances may include:

- i. **Collusion** – when more than one student works to produce a response and that response is submitted as individual work by one or multiple students, or a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
- ii. **Disclosing/receiving information about an assessment** – when 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 or makes any attempt to give or receive access to secure assessment materials.
- iii. **Fabricating** – when a student invents/exaggerates data or lists incorrect or fictitious references.

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- iv. **Impersonation** – when a student arranges for another person to complete a response to an assessment in their place or completes a response to an assessment in place of another student.
- v. **Plagiarism** – when a student completely or partially copies or alters another person’s (or GenAI) work without attribution, or a student duplicates work (or part of work) already submitted as a response to an assessment instrument in the same or any other subject.
- vi. **Significant contribution of help** – when a student arranges for, or allows, a tutor, GenAI, parent/carer, or any person in a supporting role to complete or contribute significantly to the response.

Consequences for Academic Misconduct

The following outlines the possible consequences students may receive if academic misconduct is suspected:

- i. the student receiving lunch and/or Friday detentions
- ii. the student being awarded a zero (0) or Not-Assessed (N/A) for the assessment task
- iii. the student being provided limited draft feedback
- iv. the student is asked to redact sections of their written response
- v. the student is asked to verify sections of their written response (including, but not limited to, OneDrive document version history checks, comparisons to drafts, and/or questioning for understanding)
- vi. results only be awarded from evidence that can be verified as the student’s own.

INTERNAL MODERATION PROCESSES

The following strategies for quality assuring judgments on all internal assessment tasks may be used:

- i. Consensus – discuss assessment criteria, topics and the approaches used for the technique prior to marking.
- ii. Marking schema – an agreed upon, accurate marking scheme is used.
- iii. Peer review of random responses – randomly select marked responses for each standard level.
- iv. Comparability – the teaching team meet after marking a few responses to discuss characteristics around each standard.
- v. Checking borderline and best-fit results – check borderline and best-fit responses to ensure decisions are accurate.
- vi. Distributed marking – allocate a specific section to a single Teacher to mark for the entire cohort.
- vii. Cross marking – randomly or systematically distribute responses across the teaching team to mark other classes only.
- viii. Double marking – provide more than one Teacher with the same response to mark.

EXTERNAL ASSESSMENT ADMINISTRATION

All senior external assessment is developed by QCAA for all General and General (Extension) subjects. See the *QCE and QCIA policy and procedures handbook v4.0 (section 10)* and the *Directions for Administration – External assessment* for processes, and roles and responsibilities of the External Assessment Coordinator, teachers, and students.

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PARENTAL REQUEST FOR ASSESSMENT

For Year 7-10

All assessment will be made available for parents to view in person (at a designated Parent/Teacher interview or alternative meeting if requested). If a further request is made at the meeting to obtain a copy of the annotated assessment, the Teacher will scan and send a copy home via email or the student. This includes annotated assignments and marked exams.

For Unit 1 + 2 and Unit 3 + 4

- i. All annotated assignments (or scripts for oral presentations or performances) will be made available for parents to view in person (at a designated Parent/Teacher interview or alternative meeting if requested). If a further request is made at the meeting to obtain a copy of the annotated assessment, the Teacher will scan and send a copy home via email or the student.
- ii. All exams will be made available for parents to view in person only, but due to the complex nature of writing these assessments and the endorsement process, they will **NOT** be made available to take home in any format.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

Ormiston College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The College follows the processes as outlined in the [QCE and QCIA policy and procedures handbook v4.0 \(section 6\)](#), available from QCAA website. The Deputy Head of Secondary Years (Academics) manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation ([QCE and QCIA policy and procedures handbook v4.0 \(section 6.4.5\)](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Deputy Head of Secondary Years (Academics).

- i. If the student is currently on an IEP, no further steps are necessary (the endorsement process for an IEP includes approval of the recommendations from an external third party (Independent Schools Qld)).
- ii. If the student is currently on a PLP, the supporting documentation must be current. In the case of Senior School students, QCAA states that any supporting documentation must not be dated any earlier than 1 January of the year the student began Year 10. In the case of Middle School students, any supporting documentation must not be dated any earlier than 1 January of the year the student began Year 5.
- iii. If the supplied professional report is dated prior to the above dates, an updated medical report is required. Please note, this does **NOT** mean a complete re-diagnosis of the disability, impairment and/or medical condition; a completed medical report (template found in Student Café and Parent Lounge → School Links → Assessment) from a medical specialist or family GP is sufficient.
- iv. If the student experiences anxiety or depressive conditions, the supporting documentation from a relevant medical professional must be dated no earlier than 6 months prior to any assessment an AARA is sought for.

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Students are **NOT** eligible for AARA on the following grounds:

- i. Unfamiliarity with the English language.
- ii. Teacher absence or other Teacher-related issues.
- iii. Matters that the student could have avoided.
- iv. Matters of the student's or parent's/carer's own choosing.
- v. Matters that the College could have avoided.

Copies of the Medical Report template, Extension Application and other supporting documentation are available from Student Café and Parent Lounge → School Links → Assessment.

DOCUMENT UPDATES

VERSION	UPDATE CHANGES
v1.0	Alignment of current Assessment Policy to <u>QCE and QCIA policy and procedures handbook 2019 v1.0</u> .
v1.1	Updates to student and teacher responsibilities.
v1.2	Updates to align with advice in <u>QCE and QCIA policy and procedures handbook 2019 v1.1</u> , particularly in regard to AARA, Managing response length and Internal moderation processes.
v2.0	Updates to align with advice in <u>QCE and QCIA policy and procedures handbook v2.0</u> , particularly in regard to external assessment and the <u>Directions for Administration – External Assessment</u> .
v3.0	Document alignment to policy template for approval, minor formatting.
v3.1	Updates to align with Wellbeing and Executive restructure.
v3.2	Updates to ordering of sections, replaced references to Letter of Concerns with parental contact via Pastoral Care email.
v4.0	Updates to align with advice in <u>QCE and QCIA policy and procedures handbook v3.0</u> .
v5.0	Updates to align with advice in <u>QCE and QCIA policy and procedures handbook v4.0</u> , updates to incorporate generative material and AI, consequences for missed drafts and assessment, consequences for academic misconduct.
v6.0	Updates to align with advice in <u>QCE and QCIA policy and procedures handbook v5.0</u> , updates to align with advice in <u>Australian Framework for Generative Artificial Intelligence (AI) in Schools</u>

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