



Assessment and Reporting Policy



Ignatius Park College

A Catholic Secondary College for Boys in the Edmund Rice Tradition

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1. Policy Statement

This Policy is for effective communication about Assessment and Reporting at Ignatius Park College. As a College, we place emphasis on understanding and improving our assessment and reporting practices in relation to Achievement Standards, Competence Indicators and Performance Standards and how this is shared with our parents and carers.

The aim of this policy is to ensure consistency in approach and standard of assessment and reporting across the College from Reception through to Year 12. Whether implementing the Australian Curriculum, the QCEC Framework for Religious Education, or programs within the Queensland Certificate of Education (QCE), assessment is outcome-based and related to performance standards. These need to be reflected in teaching programs, assessment practices and in the reports and feedback provided to parents/caregivers.

Assessment processes should be transparent, valid and consistent, providing students and families with informative feedback of their son's progress. This will be achieved by effective communication with staff, parents/caregivers and students. Students need to know what they need to achieve, by when and how their work will be assessed. They need to understand the criteria for assessment and the performance standards in order to facilitate effective dialogue about where and how they can improve.

"But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me..."

Philippians 3:13-14

2. What is Assessment?

"Assessment should be 'front-ended'. In other words, the assessment task should be designed before finalising the teaching and learning sequence. Both formative and summative tasks should be evident in all unit plans in order for teachers to provide constructive feedback." (IPC Middle School Curriculum Plan).

3. The Role of Assessment at Ignatius Park College

3.1 Assessment of Learning

Assessment of learning occurs when teachers use evidence of student learning to make judgements about student achievement against goals, outcomes and standards.

3.2 Assessment for Learning

Assessment for learning occurs when teachers and students use evidence of individual progress to inform future learning and teaching. Teachers and students use this information about learning to advance and broaden individual progress and achievement through the design of future learning possibilities, which build on each student's prior learning.

3.3 Assessment as Learning

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. Assessment as learning enables students to build knowledge of themselves as learners and become more aware of how they learn.

3.4 Formative Assessment Tasks – Assessment for Learning

- Using pre-assessment to guide teaching for the unit

- Using assessment to help prepare students for summative assessment pieces
- Using assessment to help students to develop strategies for their own learning

3.5 Summative Assessment Tasks - Assessment of Learning

- Designed to give students ample opportunity to demonstrate their acquisition of concepts, knowledge and skills covered in the unit of study.
- Assessment data needs to be used to inform future teaching.
- Task and assessment sheets are developed for each summative task.
- Assessment tasks (and learning activities) are varied in nature and take into account different learning needs, abilities and styles.
- Teachers need to provide meaningful feedback to students for ideal progress.

4. Guiding Principles

As a College, we believe that:

- Assessment and Reporting principles reflect Gospel Values and therefore they should be just, valid, reliable and consistent.
- We are an educational institution which encourages excellence, based on the Edmund Rice Touchstones.
- Assessment and Reporting is a continuous process and should be communicated to students and parents/caregivers regularly through the online CollegeLearning Management System (LMS).
- Teachers will construct scaffolded, differentiated assessment tasks. The Learning Enrichment Team, Dean of Teaching and Learning and Faculty Leaders will provide information to teachers to assist them to differentiate the curriculum and thereby meet the needs of all students.
- In the pursuit of learning and in the care of the individual, assessment is a dynamic and collaborative process of gathering information in order to form the most complete picture of a student's achievement and development in a way that will encourage and advance learning.
- Assessment involves a whole school approach that values consistency of teacher judgement.
- Teacher judgement will be assisted by an agreed framework including common assessment tasks and moderation processes.
- Assessment is integral to learning and should complement teaching and learning programs.
- Judgements about student progress and achievement are based on multiple kinds of evidence gathered over a period of time.
- Assessment must support and enhance the teacher/student relationship.
- Assessment of Capabilities should be included at every opportunity.
- Should there be a discrepancy in this process by students or parents/caregivers, a review process is available (See Section 15).
- Teachers are to inform families and carers about non-submission of student work as soon as possible – through either phone contact as a first preference or by email/letter.
- Teachers are responsible for students in their class and any follow-up regarding the non-submission of work or not meeting set deadlines.
- Teachers are required to record family/carers contact in the notes section of Teacher Kiosk.

"Have courage; the good seed will grow up in the children's hearts later on."

Blessed Edmund Rice

5. Who must comply with this policy?

All Ignatius Park College students, staff, parents/carers and tutors are responsible for the adherence to this Assessment and Reporting Policy, and compliance with this policy and subsequent procedures. Every member has responsibility and ownership for ensuring its

implementation, through the administration of this policy.

6. Reporting

Reporting refers to the act of communicating information on student learning to a range of audiences in differing forms for a variety of purposes. Reporting is part of a cooperative relationship between schools and teachers, students, parents/carers and the community, and involves mutual responsibility, respect and trust. Providing quality and formalised feedback to students and their families is not only a requirement but it is essential in supporting students to reach their potential.

6.1 Formal Reporting

Formal reporting refers to official academic reports sent to parents/carers at least twice throughout the year. Ignatius Park College provides parents with three (3) Academic Student Progress Reports throughout each school year.

6.1a Middle School Reporting – Years 7 to 10

In the middle school, teachers use the Achievement Standards of the Australian Curriculum, the Standard Elaborations (provided by the QCAA) and task-specific rubrics to make decisions about and report how well students have demonstrated what they know and can do. Middle school reports to parents on student learning is against the Australian Curriculum achievement standards elaborated on an A to E scale.

Students in Years 7 to 10 will receive three (3) academic reports during each school year:

End of Term 1	Interim Report	- outlining progress and application to date (no grades).
End of Semester 1	Academic Report	- outlining progress and application to date (graded A to E).
End of Semester 2	Academic Report	- outlining progress and application to date (graded A to E).

6.1b Senior School Reporting – Year 12 in 2019

In the Senior Years of Secondary schooling, the Achievement Standards in senior syllabii are fixed reference points used to describe how students have achieved the general objectives or subject matter. The College reports student formative progress on an A to E scale for senior Authority and Authority-Registered subjects. Reporting for VET subjects is based on completion or partial completion of competencies or qualifications.

Students in Year 12 in 2019 will receive three (3) academic reports during each school year, one of which is issued directly from the QCAA:

End of Term 1	Interim Report	- outlining progress and application to date (no grades).
End of Semester 1	Academic Report	- outlining progress and application to date (graded A to E).
End of Semester 2	Senior Exit Statement	- mailed directly to students from the QCAA.

6.1c Senior School Reporting – QCE and ATAR from Year 11 2019

The College reports student formative progress on an A to E scale for senior General and Applied subjects. A numerical value is also provided for student progress on each item available through the College LMS, however, this value is not printed on School Reports. Reporting for VET subjects is based on completion or partial completion of competencies or qualifications.

Students in Year 11 in 2019 will receive three (3) academic reports each year, one of which is issued directly from the QCAA:

End of Term 1	Interim Report	- outlining progress and application to date (no grades).
End of Unit 1 (Prior to the end of Term 2, Year 11)	Academic Report	- outlining progress and application to date (graded A to E). Numerical Values will appear on individual tasks in LMS.
End of Unit 2 (At the end of Term 3, Year 11)	Academic Report	- outlining progress and application to date (graded A to E). Numerical Values will appear on individual tasks in LMS.
End of Unit 3 (At the end of Term 1, Year 12)	Academic Report	- outlining progress and application to date (graded A to E). Numerical Values will appear on individual tasks in LMS.
End of Unit 4 (At the end of Term 3, Year 12)	Academic Report	- outlining progress and application to date (graded A to E). Numerical Values will appear on individual tasks in LMS. Based only on internal assessment to date.
End of Semester 4 (Mid- Dec, Year 12)	Senior Exit Statement	- mailed directly to students from the QCAA

6.2 Progressive Reporting

Progressive Reporting at Ignatius Park College enables real-time feedback to students and parents on assessment throughout the year. Progressive Reporting allows for teachers to provide regular feedback on a student's academic development and achievements. This feedback is vital to the continued improvement for our students, by further enhancing the cooperative relationship between the teacher, student and parent/carer.

As each assessment piece is marked and moderated by teachers, feedback on the task will be provided to students and parents via the LMS in Student Café and Parent Lounge. This progressive feedback will:

- Not exceed 100 words;
- Have an academic focus;
- Be addressed to the student, although it can be read by parents;
- Align with the dimensions and standards required in the assessment. However, other inclusions are allowed; and
- Comment on suggested areas of improvement from the criteria.

As teachers have provided ongoing written feedback on assessment tasks, there is no need for an in-depth written comment on the formal academic reports for each subject. A Homeroom comment will be provided regarding the student Pastoral progression, development and contribution.

7. Access Assessment and Reasonable Adjustments (AARA)

At Ignatius Park College we ensure that all of our students are catered for by differentiating our

curriculum and delivery. A range of diagnostic and summative assessment data informs teaching. Students identified as performing at a standard above or below their year level group may be placed on a full or partial Individual Learning Plan in consultation with the class teacher/s, Faculty Leader and the Program Leader – Learning Enrichment. Curriculum and assessment are then modified to meet the appropriate year level standards and descriptors for these students. Students who are verified as having a disability, or are on a support plan, may be able to access the curriculum at the age appropriate level, however, will need appropriate adjustments made to assessment.

7.1 Eligibility for AARA

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.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of ‘disability’ used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms. 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 (see Section 6.6: Illness and misadventure). For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.3d: Supporting documentation.

7.2 Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

7.3 Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabi and Short Courses may be either principal-reported or QCAA-approved.

7.3a Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal’s delegate for an eligible student. In approving AARA, a principal or principal’s delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essentials), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

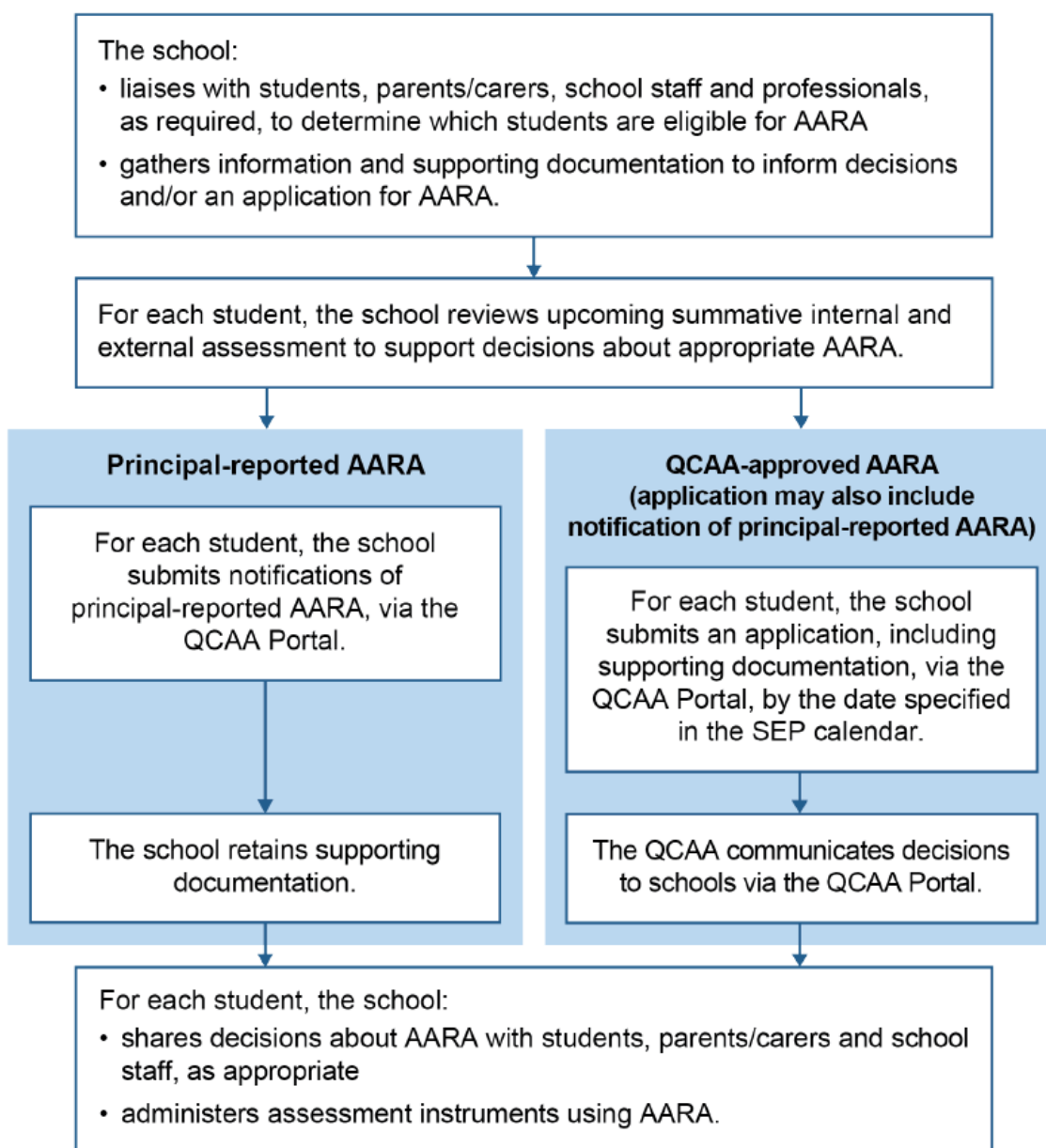
7.3b QCAA-approved AARA

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below. QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal. Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf. Students and parents are not eligible to submit an AARA.

Adjustments for which schools are required to apply to the QCAA: Type of assessment	Adjustment
Summative assessment — internal and external	<ul style="list-style-type: none"> extra time and/or rest breaks
Summative external assessment or Senior External Examination	<ul style="list-style-type: none"> extra time and/or rest breaks format of papers assistance assistive technology, including the use of a computer a reader and/or scribe a change of venue (changes to rooms should be recorded)

7.3c Application and notification processes

The application and notification process for AARA is outlined below:



7.3d Supporting Documentation

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.

Eligibility category	Examples of possible AARA	Supporting documentation required		Currency of supporting documentation for AARA applications — Units 3 and 4
Summative internal assessment		Summative external assessment and SEE		
Cognitive	<ul style="list-style-type: none"> Computer Extra time Reader Rest breaks Scribe 	<ul style="list-style-type: none"> Medical report School statement 	<ul style="list-style-type: none"> No earlier than Year 10 	<ul style="list-style-type: none"> No earlier than Year 10

Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	<ul style="list-style-type: none"> • Medical report or • EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year
Social/emotional	<ul style="list-style-type: none"> • Alternative venue • Assistance • Rest breaks 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

7.4 Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students. The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

7.4a Non-attendance during internal assessment in Years 11 and 12

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical prior to the assessment due date or examination session. Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence must be available for quality assurance processes with the QCAA. Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA on or before the due date, but has completed the required learning as outlined in the relevant syllabus or course, the school and/or student should complete an application for illness and misadventure provisions to the QCAA.

7.4b Groups of students

When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an internal assessment session, principal-reported AARA should be implemented to provide opportunities for students to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

7.4c Illness and misadventure — internal assessment

In the first instance the AARA will be dealt with by the College following the guidelines an illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation (see Section 6.6.3: Supporting documentation) via the QCAA Portal.

7.4d Illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator (Deputy Principal – Operations and Data Analysis).

7.4e Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment. The QCAA will seek background information and a recommendation from the principal or the principal's delegate to verify a student's application for illness and misadventure.

7.4f Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report lodged 14 days prior to assessment that includes the following details:

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

7.4g Currency of supporting documentation

Supporting documentation must cover the date of the assessment for which the application is made.

8. Application for Variation to Assessment

8.1 Applying For Extensions For Assessment Or Rescheduling Exams For Students

Students wishing to apply for an extension or for an exam to be rescheduled, must complete the process outlined below **at least 48 hours prior to the due date of the draft/assessment or exam**, unless there are extenuating circumstances. To maintain academic integrity and to ensure the College complies with QCAA requirements, exams will not be re-scheduled except in extenuating circumstances and where the integrity of the piece can be maintained for all students. If students require an extension to a due date for an assignment or exam, the following apply:

1. Student collects a Variation to Assessment Form from the Edmund Rice Room as early as possible to allow for application consideration. The application must be supported by a written request from parents with supporting evidence of why a variation is required.
2. The Faculty Leader will notify the student as soon as possible of the outcome of the request.
3. The Variation form is attached to the assessment piece when it is completed. It will contain authorisation from Parent, Subject Teacher and Faculty Leader.
4. Students drive the approval process and return the completed form to the Faculty Leader (FL). FL returns the original of the document to the student after taking 2 copies – 1 kept by FL, and 1 copy provided to the Deputy Principal – Operations and Data Analysis.
5. If students are unhappy with the decision of the Faculty Leader, an appeal may be made to Deputy Principal – Operations and Data Analysis (as indicated on the Variation form).

8.2 Illness during external assessment – Years 11 and 12

A student who is ill but able to attend the external assessment should inform the external assessment supervisor (Deputy Principal) of their illness as soon as practical. This should be done as soon as possible before the external assessment session.

9. Academic Integrity

In the system of standards-referenced, school-based assessment conducted at Ignatius Park College, teacher judgments are used to determine students' achievements. It is essential that these judgments are based on accurate and authentic assessment information. The ongoing challenge for teachers is to find ways of making judgments about student generated texts and examinations where there is access to electronic resources and collaborative text production. The issue is not that students use technologies or seek help from others, but how the resources are used and acknowledged, and the extent to which they affect the certainty of authorship.

9.1 Academic Misconduct

Academic Misconduct refers to the use of unfair methods to improve results. This can be using other people's assignments, taking notes into exams, sharing answers in exam conditions or other means. Mobile phones and wearable technology, because of Social Media, SMS and MMS messaging, could also be used to pass on information. Mobile phones and wearable technology are, therefore, not allowed in exams and classes.

Examples of Academic Misconduct include, but are not limited to:

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 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.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

In the instance of Academic Misconduct, please ask the student to finish the test. Support student with instructions and advice on how to approach the examination paper but provide no input into how to respond. If the student is being disruptive, refer them to the Dean of Teaching and Learning, Deputy Principal – Operations and Data Analysis or Deputy Principal - Pastoral, who will remove them from the examination. Students removed from the examination must renegotiate to sit the test

through the Deputy Principal – Operations and Data Analysis. The subject teacher then discusses the matter with the Faculty Leader after the Exam. Questions cheated on are counted as incorrect for grading purposes. A fair and firm consequence for a student who cheats is essential, and these will be arrived at based on discussions with the Principal and the College Leadership Team.

9.2 Questionable Authorship

Questionable authorship is where it is suspected that the student may not be the sole author of a piece of submitted work. This could be due to the input of parents/carers, tutors or online services where written assessment can be purchased or bartered for.

In cases of questionable authorship or suspected plagiarism, the teacher could request further evidence of that achievement through the submission of additional work or questions. The student could be required to provide extra responses to tasks set by the teacher, under whatever conditions were considered necessary. Should it be established that the assessment has not been constructed entirely by the student, it will be dealt in accordance with either:

- Section 9.1, if the student has completed none or only a minimal amount of the piece themselves; or
- Section 9.3, if the student has been assisted in sections, but has completed some of the work themselves.

9.3 Plagiarism

“Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work.” (QCAA, 2008) The process of authenticating student work and instilling research integrity is the foundation for preventing plagiarism.

These are some examples of plagiarism:

- The most direct form of plagiarism is **copying, word for word**, without acknowledging the source, or where your information came from. A more indirect form is obtaining and changing material from a source without acknowledgment.
- If you quote directly or obtain material from a source you must **acknowledge your source** with correct referencing.
- Students should be particularly aware of the dangers of plagiarism from the Internet. Although this is rich source of information freely available to all students and staff, **copying and pasting** the work of others from the **Internet** is a form of plagiarism.

Ignatius Park College will use the following process to deal with plagiarism identified through the assessment process:

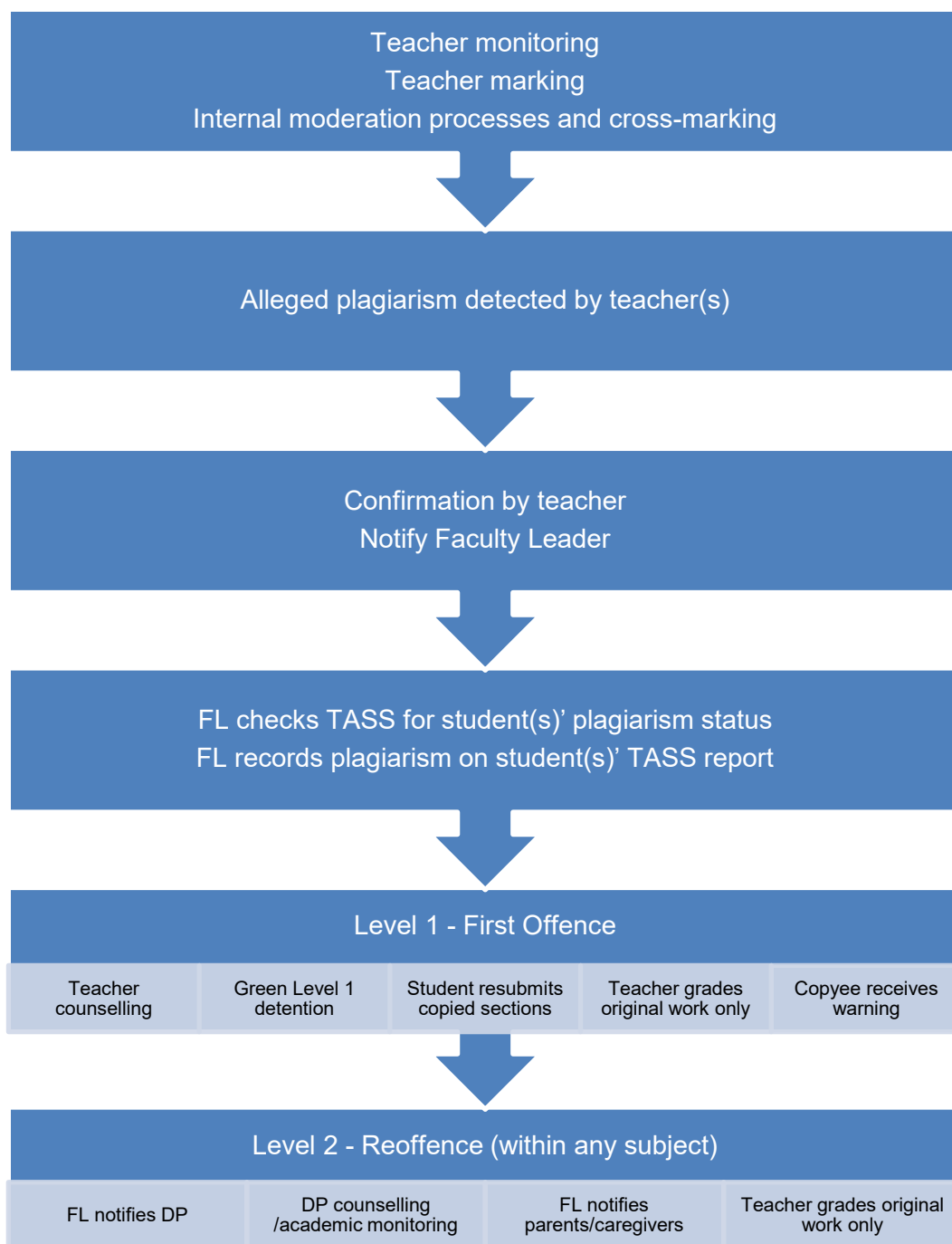


Figure 1- Process for Dealing with Plagiarism

9.4 Plagiarism Checking Software in LMS

Plagiarism Checking software is enabled on our LMS system and will scan all items a student submits for assessment and draft. It is the student's responsibility to ensure that their work is correctly formatted and quoted so that they can show authenticity and academic integrity in their submitted work.

The LMS Plagiarism Checker will display to a student, teacher and parent the plagiarism score which are organised into a traffic light system:

Green	Amber	Red
<ul style="list-style-type: none"> • The assessment piece is correctly referenced for the most part • The work submitted cannot be matched with any known sources. • The assessment is of an acceptable standard for submission, with respect to referencing. 	<ul style="list-style-type: none"> • The assessment piece contains some referencing errors. • Some of the work submitted can be matched and should be referenced • The piece may need to be checked by the student prior to submitting, to see if the issues relate to a previously submitted draft. • Some subjects required a lot of similarity, e.g. group projects. Check this with your classroom teacher. 	<ul style="list-style-type: none"> • The assessment piece contains major referencing errors. • A substantial amount of the work submitted can be matched and should be referenced, changed or removed. • The piece may need to be checked by the student prior to submitting, to see if the issues relate to a previously submitted draft. • Some subjects required a lot of similarity, e.g. group projects. Check this with your classroom teacher. • Amend the piece and resubmit.

Figure 2 - Categories for Plagiarism Checking Software in LMS

9.5 Managing Response Length

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 depth of the response required
- encourage conciseness of the response
- ensure equity of conditions for all students
- meet the requirements for endorsement, where applicable.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

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
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

10. Examinations and Supervised Assessment - Year 7 to 12

10.1 Student Responsibilities

Preparing for Examinations:

- Allocate time during the days preceding the exams specifically for revision of each of the examinable subjects.
- Ask your teacher(s) about what subject matter will be examined and the particular requirements for the examination such as use of calculator, note sheets, etc.
- Ensure you have the appropriate equipment for the subject (at least two pens, sharp pencils, ruler, eraser, and calculator). Only transparent pencil cases will be allowed.

On the Day of The Examination:

- It is recommended that you arrive to the examination room at least 10 minutes early to avoid missing the start of your exam. Wait in the area immediately outside the exam room and you will be called when it is time to move to the exam room. For external exams, this will be done in alphabetical order by surname.
- Enter the exam room silently and await the teacher's instructions.
- You are not permitted to leave the examination room after the start of the exam. Ensure that you have all your equipment prior to entering the room. You will not be allowed to ask another student for the loan of equipment during an exam.
- Mobile phones should be turned off and, along with all other electronic devices, pencil cases, calculator covers etc., and other items not included in the equipment list in section 10.1a, should be left in your locker during the exam. If you bring a mobile phone or other electronic device to the exam it must be handed in to the Invigilator.

10.1a Equipment for Supervised Assessment and Exams

All equipment taken into examinations or supervised assessment must be visible at all times throughout the examination. Students may use a clear container to store their equipment.

Standard Exam Equipment:	Unless explicitly detailed upon the front of the exam paper, the following items must not be used by students during examinations:
<ul style="list-style-type: none">• 2 x Blue or black pens for writing• Red pen for numbering, underlining, margins• Lead Pencil• 3 x Highlighters• 3 x coloured pencils• Correction tape• Sharpener• Eraser• Ruler (with no writing or additional markings)• Coloured pens or pencils• Kent set• Non CAS Calculator without case* (only if assessing numeracy) <p>*memory must be cleared prior to exam</p>	<ul style="list-style-type: none">• Glue• Books, including dictionaries• Felt pens• Reusable adhesive• Unapproved notes or notes not in the approved/supplied format• Unapproved Formula sheets• Electronic devices or technology of any kind, including wearable technology.

Figure 3 - Acceptable Equipment for Standard Examinations Year 7 to 12

10.1b Uniform

All students undertaking assessment, including external examinations (ATAR, NAPLAN and QCS), are expected to be in full Ignatius Park College Uniform for the duration assessment. If students wear casual clothes or are unshaven, they will be sent home.

10.1c Water Bottles

Water bottles can be taken into supervised assessment and examinations if they are plain/transparent, with no labels, printing or writing on the bottle itself. Water bottles must be kept on the floor immediately beside the student's desk, in such a manner to not provide any tripping hazards for aisles and thoroughfares.

10.1d Mobile Phones, Tablets, Wearable Technology and Other Electronic Devices

Students are not permitted to use mobile phones, tablets, wearable technology and other electronic devices during exams and supervised assessment. Where a situation exists, and the Deputy Principal has been advised, where a student must have a phone, tablet or electronic device on their person, the phone/device must be switched off and placed at the front of the room on the Teachers' Desk for the allocated assessment time. Should the device be provided due to an a QCAA or Principal Approved AARA, the notification of Approval will be given to the Invigilator of the examination, who will place the notification form on the desk of the student required to use the device.

10.1e Perusal Time for Examinations

During the reading or perusal time students may:

- Read the questions
- Plan how you will approach the exam by considering the order you will answer the questions, how much time you will devote to each question, etc.
- Calculators, pens and other materials cannot be used during the reading time
- Do not disturb others at any time during the examination. Silent conditions will be strictly enforced.

10.2 Teacher Responsibilities

In the interest of fairness and accountability in relation to the conducting of supervised assessment the following procedures must be followed by all teachers:

- Randomly move around the room and occasionally check student responses
- Take no additional work (e.g. marking or planning) into a supervision room
- Remain in the room for the duration of the examination.
- Check that the room is arranged in a way that limits the potential for students to see other students' work
- Ensure that there is no communication (verbal or non-verbal) between students
- Make sure that students only access materials as stated on the examination conditions page
- Ensure that students only bring in materials that are permitted and collect those that are not
- Support students with instructions and advice on how to approach the examination paper but provide no input into how to respond
- Refer any disruptive students to the Deputy Principal. Students removed from the examination must renegotiate to sit the test through the Deputy Principal.
- A fair and firm consequence for a student who cheats is essential, and these will be arrived at based on discussions with the Principal and the College Leadership Team.

10.2a Assisting Students

It is expected that professional and ethical behaviour will be demonstrated by teachers regarding all aspects of exam administration. Any help with answering questions for a student that advantages them in any way will be considered cheating and will be dealt with as detailed in Section 9 Academic Integrity.

11. Drafting of Assessment - Year 7 to 12

Drafting assignments is a standard procedure employed by most schools to help ensure authenticity of student work. It also assists the school in collecting evidence during the assessment and grading process. 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.

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

11.1 Student Responsibilities

- Complete all drafts and submit either in person during the allocated class lesson or via Student Cafe prior to 5pm EST on the due dates outlined on the task sheet and the Student Café LMS.
- Reference all non-original work and quotes correctly using the APA System of Referencing. More information on this can be found in the school diary, on the school website and from the Academic Mentoring Lessons
- Save your work in more than one place, as no extra time will be allowed for computer or printing malfunction.

11.2 Teacher Responsibilities

The following guidelines will be used in drafting assignments in all year levels at IPC:

- On issuing the assignment or task, a draft due date will be indicated on all IPC assignments.
- Assignment drafts (first attempts at the assessment task), will be collected and checked at least 1 (one) week prior to the due date.
- provide feedback on a maximum of one draft of each student's response when received on or before the draft due date.
- Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.
- Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses.
- 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.

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
- a summary of feedback and advice to the whole class.

The process outlined in Section 13.1 will be used when students do not hand in a draft or an appropriate amount of work at draft stage. Only students who have a pre-approved AARA form may hand in the draft for an assessment task after the due date for the task.

12. Submission of Assessment - Year 7 to 12

12.1 Student Responsibilities

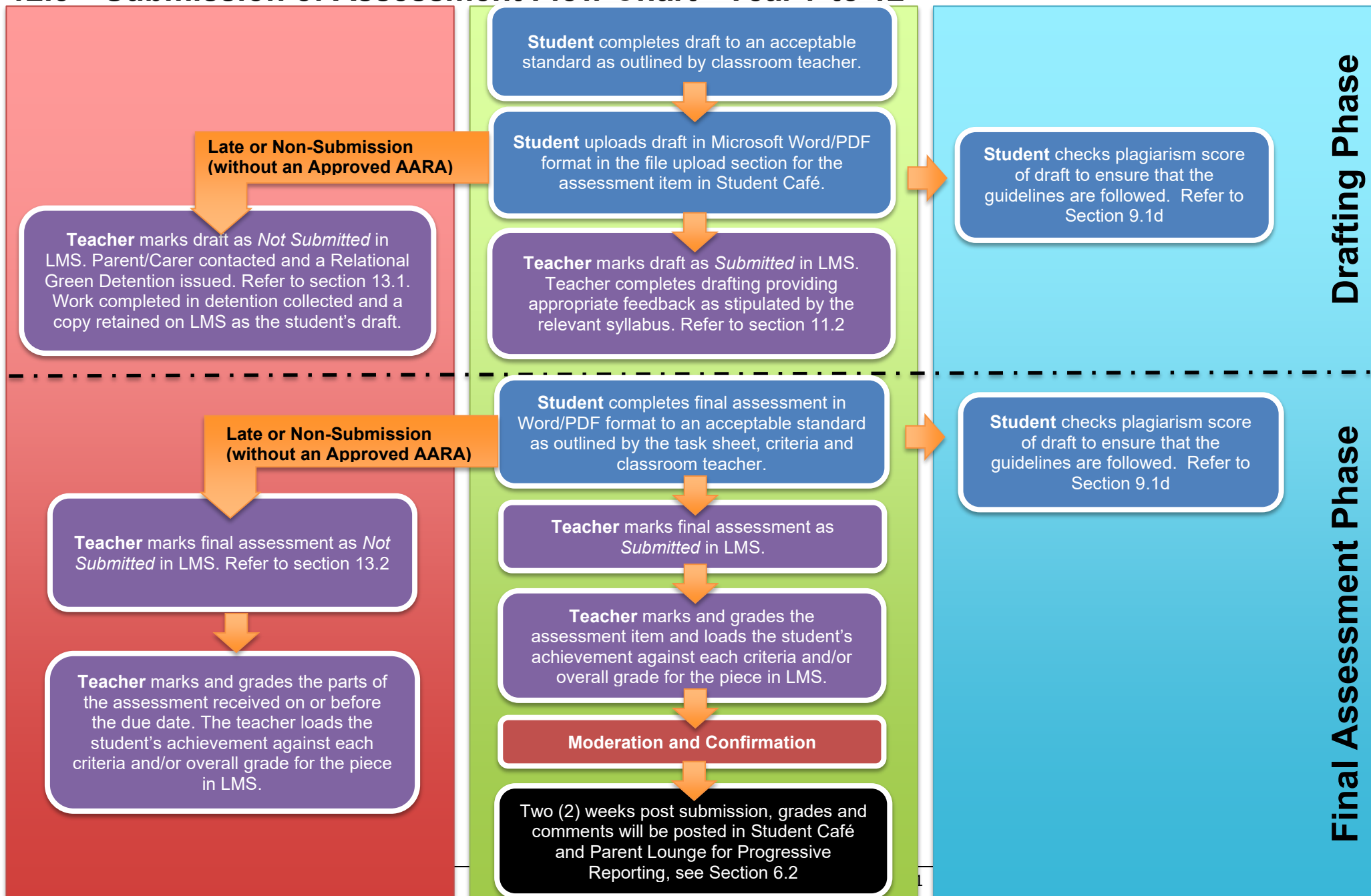
- Allow enough time to submit your assessment correctly and save your work in more than one place, as no extra time will be allowed for computer or printing malfunction
- Complete all assessment and submit either in person during the allocated class lesson or via the Student Cafe prior to 5pm EST on the due dates outlined on the task sheet and the Student Café LMS.
- Reference all non-original work and quotes correctly using the APA System of Referencing. More information on this can be found in the school diary, on the school website and from the Academic Mentoring Lessons. The Plagiarism Score must fall within the acceptable Green or Amber range, or the item will need to be resubmitted or dealt with as plagiarism, as outlined in Section 9.1c

12.2 Teacher Responsibilities

- Ensure that students are informed when the task is distributed of the requirements for the task and its submission.
- Ensure that the task is assigned to a student. This is to be checked and updated by the classroom teacher should students change class or subject.
- It is expected that teachers mark and return an assessment task within two working weeks from the date of submission. Any variation to this timeframe requires the approval of the Faculty Leader.
- When assessing a task, teachers should provide written notes or comments to inform the student of where they did or did not meet task requirements.
- Teachers will also indicate on the Standards Matrix the student's performance against the standards
- Teachers will provide written feedback on the College Progressive Reporting LMS System

The flow chart below shows the process for submission of assessment at Ignatius Park College, outlining the procedures and protocols outlines in Sections 11, 12 and 13.

12.3 Submission of Assessment Flow Chart - Year 7 to 12



13. Late, Non-Completion or Non-Submission of Summative Tasks

Judgments of student achievement in subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria or achievement standards outlined in the relevant syllabus. The Queensland Curriculum and Assessment Authority (QCAA) makes it clear that student assessment can only be judged on the evidence available **on or before the due date**, unless there is a QCAA or Principal approved AARA. According to QCAA policy, a semester unit of credit for a subject on the Senior Statement may not be awarded if non-submission of assessment tasks means that substantive requirements have not been met. Students and families will be informed of this by the Deputy Principal – Operations and Data Analysis, if these circumstances arise.

13.1 Submission Of Drafts

The following procedure will take place if a student has not significantly completed their draft or associated work and submitted in person by the class lesson on the due date or via Student Café by 5pm on the due date:

1. The College will contact a parent/guardian concerning their son's non-submission and breach of the College Assessment and Reporting Policy;
2. The student will complete a supervised lunchtime/afterschool session to work through the issues of non-submission with their teacher and to complete the draft, if not already done so. If the draft work is not completed satisfactorily, then the student will continue to attend supervised lunchtime/afterschool sessions until this is done; and
3. Only students who have a pre-approved Variation to Assessment or AARA may hand in the draft for an assessment task after the due date.

13.2 Final /Good Copy Submission

The following procedure will take place if a student has not completed their final assessment or good copy and in person by the class lesson on the due date or via Student Café by 5pm on the due date:

1. The student's level of achievement or grade for the assessment will be determined from any work or drafts submitted on or before the due date, as per the QCAA guidelines; and
2. Only students who have a pre-approved Variation to Assessment or AARA may hand in the draft for an assessment task after the due date.

14. Absence for Examinations, Assessment or Presentations

Arrangements for Senior students (Year 11 or 12) who miss a supervised assessment or examination:

- If a student is sick for a test, a medical certificate is needed to explain the absence and an application for AARA lodged with the College; or
- An application for AARA with supporting documentation must be provided to re-schedule exams or to provide catch-up sessions.

Please note: This process cannot be undertaken for external examinations, which cannot be re-scheduled or re-sat.

Arrangements for students in Years 7-10 who miss a supervised assessment or examination:

If a student is sick for a test, a note in his diary from a parent/carer is needed to explain the absence

15. Grievance or Appeal Guidelines

In the event that students or families disagree with a graded result on an exam or assignment, students are asked to appeal through the following process if they are dissatisfied with their result:

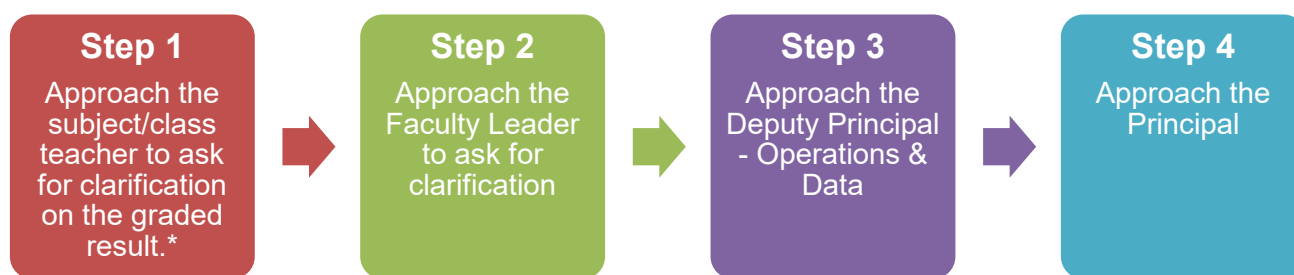


Figure 4 - Grievance or Appeal Process for Students and Parents/Carers

* It may require the teacher to re-mark the assessment piece. In most circumstances, this will satisfy the grievance.

Students must be able to present evidence or reasoning for their appeal. Staff are encouraged to access other staff to moderate or cross-mark where necessary.

16. Associated College Policies

Ignatius Park College (IPC) Middle School Curriculum Plan;
 Ignatius Park College Bring Your Own Device (BYOD) Policy;
 Ignatius Park College Computer Facilities Acceptable Use Policy;
 Ignatius Park College Electronic Device Acceptable Use Policy; and
 Ignatius Park College Student & Parent Netbook Computer Guidelines.

17. Definitions & Key Terms

Learner Management System (LMS)	The LMS is a secure online access portal from the Alpha School System (TASS), where teachers, students and parents/carers can access information about a student's academic progress and development. Teachers access LMS via the Teacher Kiosk Portal, Students access LMS via the Student Café Portal and Parents/Carers can access LMS via the Parent Lounge Portal.
Outstanding Assessment	Outstanding assessment usually falls into 2 categories. These are: Students who do not attend exams on the correct date for any reason or students who do not hand in assignments by the indicated "DRAFT" due date
Achievement	The extent to which a student has demonstrated knowledge, skills, values and attitudes as the result of the teaching/learning process.
Comparability	The consistent application of standards across Queensland so that student performances of equivalent standards are recognised as such.
Consistency Of Teacher Judgement	The common interpretation by teachers over time, at both an individual and collective level, of the match between evidence in student work and the achievement standards.
Folio Of Student Work	A targeted collection of assessment evidence gathered over a course of study, consisting of student responses to the assessment instruments.
Moderation	Procedures to ensure that teacher judgments of student achievement are consistent and comparable.
Monitoring	teachers: The process of checking the students' learning progress to make ongoing decisions about teaching and learning. – students: The process of checking their own progress and

On-Balance Judgement	using feedback to plan the next steps for their learning.
Report	A teacher's professional decision as to the standard that best matches the quality of a student's work overall, either for a single assessment instrument or across the entire course of study
Standard of Achievement	A summary statement (electronic or paper) that records the achievements of an individual or a group of students at a point in time.
Summative Judgment	Describes the expected qualities of student work and provides a basis for judging how well students have demonstrated what they know, understand and can do.
	Major purpose is to indicate achievement at particular points of schooling. It is geared toward reporting.

18. References

Australasian Curriculum Assessment and Certification Authorities — Guidelines for Assessment Quality and Equity 1995, <http://www.acaca.org.au/pdf/guidelines.pdf>

Griffith University Research Higher Degree Handbook 2005, <http://www.griffith.edu.au/>

Victorian Certificate of Education and Victorian Certificate of Applied Learning Administrative Handbook (2004), <http://www.vcaa.vic.edu.au/schooladmin/handbook/handbook.html>.

19. Disclaimer

The information referred to in this publication is not to be relied upon as formal legal advice. They are presented primarily as a guide for school personnel in approaching the duties placed upon them by legislation and any relevant professional standards. The responsibility for the proper interpretation and application of these standards and legislation resides with the employee and the College and not with the author.