

2025 SENIOR LEARNING AND ASSESSMENT POLICY



MANGO HILL
STATE SECONDARY COLLEGE





2025 SENIOR LEARNING AND ASSESSMENT POLICY (Years 10 – 12)

Purpose

Mango Hill State Secondary College is a future-focused learning community, committed to advancing the individual potential of each child in an innovative, supportive and collaborative learning environment. Our vision is to create a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow. A crucial part of the learning cycle that supports our vision of creating REAL learners is assessment.

The fundamental purpose of assessment is to assist in identifying where learners are in an aspect of their learning and allowing for feedback about the learning cycle. This policy outlines the roles, responsibilities, processes, and procedures for teachers, students, and parents/carers to maintain the integrity of the assessment process.

Across the College, a range of assessment instruments and items are used, ranging from VET competencies, summative and formative items, internal and external tasks, all of which are used to create a holistic reporting process.

- Formative assessment is to help students attain higher levels of performance. It is used by teachers to gauge what students have learnt and where the gaps in learning may be, with the intent of supporting in students with the opportunity to raise performance in summative assessment.
- Summative assessment is to indicate the standards achieved by students at particular points in their schooling. It is geared towards reporting and certification.

This policy has been created to align with policies created by Australian Curriculum Assessment and Reporting Authority (ACARA) and the Queensland Curriculum and Assessment Authority (QCAA). This is to ensure students are supported in meeting expectations regarding certification for the Queensland Certificate of Education (QCE), Vocational Qualifications and, if applicable, Australian Tertiary Admission Rank (ATAR).

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/criteria 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.

Participation at Mango Hill State Secondary College requires that students:

- attend all lessons unless absent due to medical or other reasonable circumstances verified by parent/carer.
- arrive on time for lessons and ensure that they have all necessary learning materials.
- participate in the program of instruction and complete all assessment within the specified time frames.

A student's enrolment may be cancelled under section 316 of the *Education (General Provisions) Act 2006* if they do not comply with the College's participation requirements.

ROLES AND RESPONSIBILITIES

Students	Parents/Carers	Teachers	Head of Department and Administration
<ul style="list-style-type: none"> • All students are responsible for submitting draft and assessment items on or before the due date, unless an extension has been approved, in the manner directed by the teacher • All students are responsible for arriving on time on the day of examinations, unless special consideration has been formally arranged. • All assessment responses created by students must show academic integrity. • Ensure all work is saved using version control (backed-up) on a computer with a hard, written copy of the assessment tasks or saved in another location (as per QCAA policy, technology failure will not be accepted as a reasonable excuse for assessment non- submission). • Keep evidence of all electronic submission of drafts (for example, screenshot the 'sent email' of submission) • Use the College Reference Policy APA 7th Edition for referencing sources. A reference list or bibliography will be required, as stated by syllabus requirements. A guide is available on the College website. 	<ul style="list-style-type: none"> • Actively support and monitor students' progress with assessment items at the College and support students to submit all drafts and final assessment instruments by the due date. • Engage with communication from the College to be informed of assessment timelines and expectations regarding academic integrity and extension processes. • Communicate with appropriate College staff of any difficulties relating to assessment (including meeting assessment timelines, concerns raised by students with tasks and/or feedback and marking processes) and submit completed relevant documentation in a timely manner. Contact details are available on the College website or via contact through the office. • Ensure contact details are up to date. 	<ul style="list-style-type: none"> • Design assessment programs, including formative assessment, and make judgments about the standards achieved by students within the assessment and reporting timeframes • Provide students with access to the assessment task sheet in accordance with the required working time and task conditions for the assessment item. • Support students by providing them, where appropriate, with formative assessment opportunities, modelling, scaffolding, and annotated exemplar responses • Engage students in feedback (1 week return date from submission for drafts and 2 weeks return date from submission of final task) and reflection on their formative and summative assessment tasks • Inform students and parents/carers of academic progress, as appropriate. • Implement support and intervention programs as required with consultation of parents/ caregivers • Ensure the College's expectations for assessment submission and academic integrity are communicated to students, parents, and carers. • Promote, model and monitor academic integrity. This includes teaching of ethical and critical use of artificial technologies and the use of strategies for authenticating student responses including drafting and/or anti-plagiarism detection strategies or programs. • Meet internal College timelines, including (but not limited to) Endorsement, Confirmation, Quality Assurance, assessment and reporting (including completion of Senior Mark Books and data tracking) 	<ul style="list-style-type: none"> • Ensure the College's expectations for assessment submission, academic integrity and responses to academic misconduct are communicated to students, parents, and carers. • Meet internal College and external QCAA timelines for assessment and reporting of General, Applied and VET subjects. • Ensure publication and communication of internal assessment timelines, including exam blocks • Ensure publication and communication of external assessment calendars and rules and expectations for external assessment to the College community, including teachers, students and parents/carers. • Implement support and intervention programs as required with consultation of parents/caregivers • Promote, model and monitor academic integrity. This includes teaching of ethical and critical use of artificial technologies and the use of strategies for authenticating student responses including drafting and/or anti-plagiarism detection strategies or programs. • Quality assurance of curriculum, assessment and data entry

ASSESSMENT SCHEDULE

A semester-based assessment calendar will be shared via email with students, parents and carers at the beginning of each term. Due dates are also available via the Compass App, Calendar menu. The calendar has formal examination blocks listed, however the schedule of exams will be communicated closer to the block. Students should avoid all appointments that clash with examination dates. Students who attend an external TAFE course, participate in a University Head Start program, College-based Apprenticeship or Traineeship (SAT) are required to attend all set College examinations, even if they fall on a day that they would normally attend TAFE or a School Based Apprenticeship or Traineeship (SBA/T).

Revision sessions during exam blocks have compulsory attendance for all students enrolled within the course.

If the published assessment dates are required to be altered an email notifying all students and their guardians will be sent from the Curriculum Head of Department. This email will state the assessment item, new due date and details over viewing assessment submission process for the task.

CHANGING SUBJECTS

All subject changes must be arranged through the relevant year level Head of Department during the first two weeks of each term. Subject changes adhere to a consultation process between the student, parents/carers, teachers and Heads of Departments to ensure optimal educational outcomes targeting student pathways. This consultation process will include the revision of students meeting set subject prerequisites to ensure the subject change is supporting the student in gaining success within their learning.

Students who change subjects may be required to complete assessment to 'catch up' and be assigned credit for the course. This will be negotiated with the relevant Head of Department.

DRAFTING

Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers.

To support students in engaging effectively with quality feedback, it is essential that students submit a completed draft that meets the following criteria:

1. **Quality Standard:** Ensure that the draft aligns with the expected quality standards for the assignment, demonstrating clear understanding and application of relevant concepts. Draft standard will be set by Curriculum Head of Department and communicated to students via their subject teacher.
2. **Task Conditions:** Adhere to the specified task conditions, including:
 - o **Length:** Meeting the word count or page requirements.
 - o **Genre:** Following the appropriate genre conventions, whether it's an essay, report, narrative, etc.
 - o **Presentations/Multimodal tasks:** filmed evidence of complete presentation or performance must be submitted at drafting stage to meet task conditions. This will be used as evidence in awarding a grade if a final submission is not submitted by set due date.
3. **Timeliness:** Submit the draft by the established deadlines to allow for timely feedback and revisions.

There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process. Providing feedback is a consultative process, not a marking process. Feedback on a draft will not compromise the authenticity of student work.

- o Teachers cannot introduce new ideas, language, or research to improve the quality of student responses.
- o Teachers can indicate areas that require more careful editing.
- o Teachers cannot correct or edit textual errors in the draft (editing and proofreading for spelling, grammar and punctuation does not form part of the drafting feedback process as required by QCAA).

One draft will be provided with written feedback by a subject teacher, if submitted by the set draft due date. A draft may differ in form depending on the subject and assessment technique; in writing or orally; to an individual or to the whole class; and/or through questioning.

If a student submits after the draft due date, only generalised verbal feedback will be provided. The College will communicate with parents and carers if a student has not submitted a draft on time or if a draft is incomplete via email.

Feedback on drafts will be provided within a seven-day timeframe from the set drafting date. Drafts submitted on time will be returned to students with written feedback within 7 days from set draft due date, in accordance with faculty timelines.

If a final submission is not received by the set due date the submitted draft will be marked.

SUBMISSION PROCESS

All submissions (draft or final copies) are to be submitted via TurnItIn, or ClickView for audio-visual files, unless otherwise stipulated by the teacher. All students must upload the most recent version of the task in their final class lesson and submit the completed version by 11:59pm on the set due date. Students should refer to the specific syllabus and/or task sheet for assessment task specific instructions which must be adhered to.

1. Class time is made available to complete aspects of all assessment tasks.
2. All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:
 - a) Submitted work must be the students' own work.
 - b) Audio-visual submissions are submitted via ClickView, unless otherwise stipulated by the subject teacher. All students must upload the most recent version of the task in their final class lesson and submit the completed version by 11:59pm on the set due date.
 - c) Task meets all Academic Integrity requirements and the student retains evidence of submission (e.g., screenshot of submission and/or evidence of emailing to teacher).
3. If a student is absent on the due date, then every effort must be made to electronically submit the assignment by the due date and time. If a submission is not submitted by the deadline teachers will use draft and/or evidence collected within the learning process that align with syllabus objectives to allocate a grade for the task, unless the student can provide evidence of illness to support an approved Illness and Misadventure AARA Application.

For Year 10 students who are absent for a scheduled exam and who do not have an approved *Illness and Misadventure* AARA, will have their formative assessment piece (eg exam) and/or evidence of learning that meets assessment marking guide will be used to award a final result. Students will have the opportunity to complete their missed exam in the following scheduled lesson, to be marked only once AARA is approved.

4. Students who are not on track within completion of VET qualifications will be required to attend Catch Up sessions until this work is completed. VET Catch Up sessions may be offered during Thursday Session 4 and/or during Senior Exam Block Sessions.

If a student encounters issues with uploading to the TurnItIn platform the following steps are to be taken:

1. Student is to screen shot the error message shown on TurnItIn
2. Student is to email teacher, before the set deadline, a copy of the assessment task and screen shot of the error
3. Student is to upload to TurnItIn at the next available opportunity

Extensions, as per QCAA guidelines stated within the QCE Handbook, cannot be granted for technology violations.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to their performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students through minimising barriers so that they are able to demonstrate their learning, knowledge and skill in assessments on the same basis as all other students. Examples of AARA might include, but are not limited to: extensions with assignments, extra time in exams, and rest breaks. It's important to remember that all students are different. What is appropriate for one student may not be appropriate for another. Therefore, AARA granted to an eligible student will depend on their individual circumstances.

Who is Eligible for an AARA?

There are a number of categories under which a student may be eligible for an AARA. Eligibility is based on a broad definition of 'disability', as defined by the *Disability Discrimination Act (1992)*.

- long-term and chronic conditions (e.g. intellectual disability, hearing or vision impairment, physical impairment, specific learning disorders, attention deficit hyperactivity disorder, autism spectrum disorder, diabetes)
- mental health conditions such as anxiety and depression
- short-term conditions, which may improve or deteriorate over time depending on a range of factors, and temporary injuries (e.g. broken limb)
- illness (e.g. flu-like symptoms, gastroenteritis) and misadventure (e.g. flooding, death of a close family member).

For episodic conditions that *may* occur during timed assessment (e.g. migraines), QCAA- approved AARA will *not* be approved on a 'just in-case' basis. If symptoms occur at the time of a scheduled internal assessment, a comparable assessment may be administered when the student is well. If symptoms occur at the time of an external assessment, an illness and misadventure application may be submitted or a late AARA request may be made.

AARA are applicable for students who have completed required learning as outlined in the relevant syllabus or course.

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
- timetable clashes
- matters of the student's or parents'/carers' own choosing, e.g. family holidays or sporting events
- matters that the school could have avoided, e.g. incorrect enrolment in a subject.

AARA cannot be used to compensate for learning that has not occurred, or to exempt a student from the learning or knowledge and skill requirements of a subject or course.

Students who require AARA are encouraged to speak with their case manager, the HOSES, Head of Department of Middle or Senior Schooling or the Guidance Officer. For Year 12 assessment, an AARA must be approved by QCAA and updated medical documentation may be required.

More information regarding AARAs can be accessed at <https://www.qcaa.qld.edu.au/senior/assessment/aara>. Questions and completed applications can be sent as per instructions on the appropriate form.

ILLNESS AND MISADVENTURE PROCESS (Short-term AARA)

Students who are requesting extensions for due dates as they have been impacted by 'reasons beyond their control', or have missed a scheduled exam session or assessment dependent practical lesson/demonstration must follow the Illness and Misadventure Process. Students should inform the relevant teacher or Head of Department as soon as practicable. This may be before, during or immediately after the assessment session.

The following guidelines apply for illness and misadventure:

- A student who has been approved for Access Arrangements and Reasonable Adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated (a harmful impact must be able to be shown).
- The condition or situation cannot be of the student's own choosing or that of their parents/carers (such as a family holiday, absence for birthday or special event or a scheduled appointment)

Students are responsible for initiating an Illness and Misadventure Application through communicating absence to the appropriate College staff. The following information must be supplied to the College:

- diagnosed illness, condition, or event
- 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 participating in the assessment

For non-medical claims, written evidence from a relevant independent professional or other independent third party must support the application.

To apply for consideration for illness or misadventure, students can complete the application form available on the College's website. Applications, or questions relating to AARA, can be sent to aara@mangohillssc.eq.edu.au

LATE AND NON-SUBMISSION OF ASSESSMENT

If a student does not submit the completed assessment item on or before the due date, without an approved extension, then only work completed by the student up to and including the due date will be graded. This is in accordance with current QCAA policy. Unexplained absences at a scheduled exam are considered a non-submission.

Students should plan for equipment failure (computers or printers) by using the file security devices programmed into most software packages, including the use of e-mail to send the assessment item to College or by using an alternative storage device to back up the assessment. Electronic equipment failure is not an acceptable excuse for non-submission of work.

There can be no exemptions for non-submission of assessment in VET. VET teachers/trainers are able to make reasonable adjustments to support students although students must be able to demonstrate the skills and knowledge required by the course. VET resubmissions are accepted up until a final date set by the teacher.

For each incidence of non-submission, both in the drafting and final submission, parents will be informed via a letter from the College and the classroom teacher will issue an appropriate consequence (such as lunch detentions until task is submitted). Non-submission of a draft by the set due date will impact student's ability to receive written feedback.

Late or non-submission of assessment will impact QCE attainment and may impact ATAR attainment. Students may not be awarded credit in semester units in which there is insufficient coverage or inadequate assessment completed.

MANAGING RESPONSE LENGTH

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.

For assignments: If students present an assessment response that exceeds the required response length the following will occur:

- During drafting and feedback stages, the teacher will notify the student that they have exceeded the response length
- After submission, teacher will inform student they have exceeded maximum word length and will provide an opportunity within two school days for student to redact, under exam supervision arrangements. This **must** prior to any marking of the submission.

For examinations and oral presentations: If students present an assessment response that exceeds the required response length the following will occur:

- Teachers will mark from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point. Teachers must clearly indicate on the assessment task where marking stops by ruling a clear line at the point that marking stops and annotating the paper with a comment reflecting that action.

Elements that must be considered in determining word length are as follows, as per advice publishing by QCAA in QCE/QCIA handbook:

Determining word length and page count of a written response

	Word length	Page count
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 • 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

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
† Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

ACADEMIC INTEGRITY AND MISCONDUCT (including use of Artificial Intelligence)

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. Responsibilities are outlined at the beginning of this document.

All teachers have a professional responsibility to report suspected Academic Misconduct to the relevant Head of Department. All reports of suspected academic misconduct from the College community or wider community should be referred to the relevant Head of Department. These cases should always be investigated thoroughly with evidence gathered.

Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that is suspected to have been completed as a result of certain types of

academic misconduct will be provided with a further opportunity to authenticate their response. These opportunities may include:

- Student-teacher conferencing
- Appropriate application of referencing sources
- Questions about the task or the student response
- Further stimulus for the student to demonstrate understanding
- The use of version history from the Office 365 Applications
- Digital submission via platform with anti-plagiarism software

The onus is on the student to be able to demonstrate authentic development of their response over time. This may be demonstrated via the following methods:

- Version Control – saving numbered versions of assessment drafts to demonstrate originality of work and the drafting process to create final version of task
- Screenshots of work submitted – taking images of submitting assessment tasks to demonstrate date, time and method/attempted method of submission
- Oral defence – if suspicions are raised regarding originality of work student has the opportunity to participate in an interview with an appropriate Head of Department

The final decision of the accepted response after investigation is at the discretion of the Curriculum Head of Department or member of the Administration team.

Types of Academic Misconduct and examples of behaviour:

Type of Misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • 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 deliberately or knowingly makes it possible for another student to copy responses or looks at or copies another student’s work during an exam.
Disclosing or receiving information about an assessment	A student makes any attempt to give or access unauthorised information that compromises the integrity of the assessment.
Fabricating	A student invents or exaggerates data or lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI.
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. This includes use of generative AI to alter images or recordings to adapt unreferenced

	material or adopt identities of other presenters or performers for audio, visual and audio-visual assessment responses.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person’s work or creates work using generative AI tools without attribution. This may include text audio or audio-visual material, figures, tables, design, images or informative text.</p> <p>Plagiarism also includes the use of a translator, including an online translator, and programs such as Grammarly, as the work produced is not the work of the student.</p> <p>A student:</p> <ul style="list-style-type: none"> • uses an AI tool (e.g., ChatGPT, image generators) to generate part or all of a response to an assessment without proper attribution • employs AI to enhance or rewrite text responses beyond basic grammar or spell-checking tools • relies on AI to solve complex problems or generate ideas without demonstrating understanding or critical thinking.

AI-Generated Content

The College utilises TurnItIn as the software program for submitting assessment and plagiarism checking. Information generated from this program will be the point of review to determine academic integrity.

A student’s work will be flagged for review if Turnitin detects a significant portion of AI-generated content. In recognition of the developing sophistication of AI systems, the following guidelines will be used by teachers when reviewing flagged content:

1-10%: May be within the margin of error (false positive). Teachers may review flagged content to determine if Academic Misconduct has occurred.

15 – 25%: May indicate reliance on AI for generating ideas or sentence construction beyond basic grammar or spell-checking tools. The response will be reviewed to ensure the work is authentic and reflects the student’s skills and understanding and work submitted prior to submission.

30% or higher: Indicates that a significant portion of the response may have been generated using AI. The teacher will inform the appropriate Head of Department and the process to authenticate the student’s response will commence.

Consequences of Academic Misconduct

- Cheating – If cheating in a test or examination is established, then students may not be rated for that part of the assessment or the entire assessment depending upon the circumstances. Students who knowingly allow another student access to their work during an assessment task may be similarly penalised.
- Plagiarism– The plagiarised section of work will be clearly labelled on the script and will be disregarded in the marking process (only non-plagiarised components of task will be assessed for evidence to match appropriate criteria).
- All incidents of Academic Misconduct will be communicated to Parents/Caregivers, and both an Academic Infringement and a Record of Contact will be recorded on the student’s OneSchool profile.

It is important to be aware that academic misconduct in senior summative internal and external assessment may mean that students do not receive an overall subject result for a course of study. This may jeopardise a student’s eligibility for a Queensland Certificate of Education (QCE) and may affect their Australian Tertiary Admission Rank (ATAR) calculation. Students who engage in academic misconduct are at risk of not adhering to the College’s participation requirements. For Year 10 students, engagement in academic misconduct may impact their ability to meet the pre-requisites to gain entry into certain Year 11/12 subjects.