SENIOR ASSESSMENT POLICY

2025

TAMBORINE MOUNTAIN STATE HIGH SCHOOL

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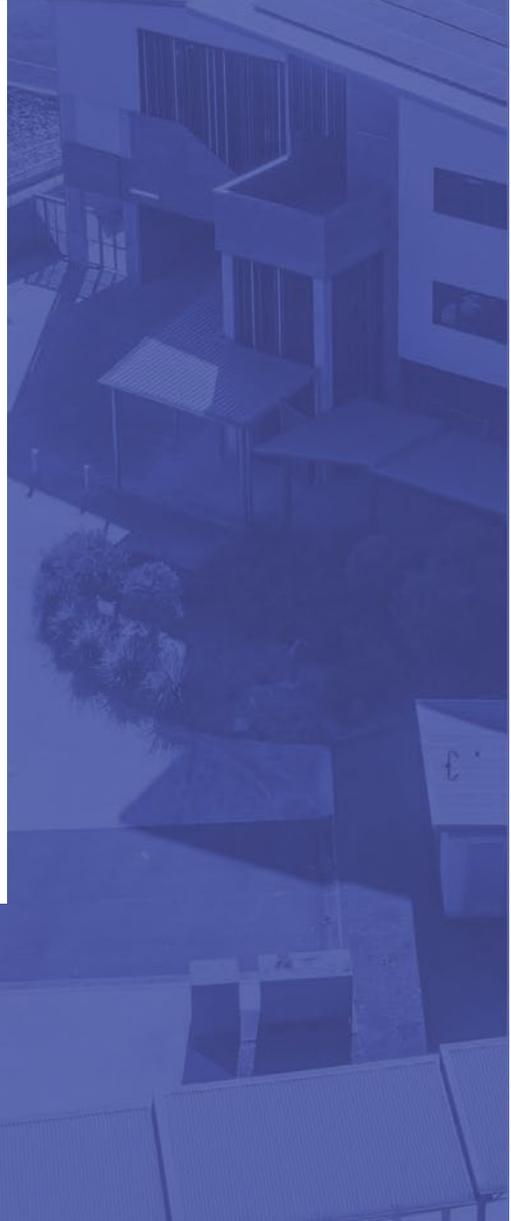
Scope

This policy provides information for teachers, students and parents/caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) in the senior phase of learning. The framework for the policy is developed from the *QCE and QC/A policy and procedures handbook available from* www.qcaa.qld.edu/senior/certificates-and-qualification/qce_qcia_handbook *and* .this policy applies to students in Year 10, 11 and 12 and Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

This document details the policies and procedures at Tamborine Mountain State High School that encourages participation and engagement of students in their learning and assessment. This policy is designed to build capacity as students work towards summative assessment completion for their Queensland Certificate of Education (QCE).

This assessment policy:

- provides information to students about expectations for assessment and their responsibilities

- includes guidelines for teachers about expectations and their roles and responsibilities

- is communicated clearly to teachers, students and parents/cares

- is enacted consistently across all subjects with the school

- is based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum P-10 syllabuses and QCAA guidelines and syllabuses.

Principles

Tamborine Mountain State High expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Purposes of assessment:

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate objectives described by the syllabus. Assessment should be:
- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence- based, suing established standards and continue 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 process used, the information obtained and decisions made
- promote, assist and improve learning
- inform programs of teaching and learning
- provide information to students, parents/carers, teachers, regarding the progress and achievements of students in order to help them achieve to the best of their abilities
- provide information for school reporting.

High-quality assessment is characterized by three attributes:
- validity, through alignment with what is taught, learnt 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

Promoting academic integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Tamborine Mountain State High School utilizes the following procedures to develop students' skills and model appropriate academic practices.

QCE and QCIA policy and procedures handbook	Policy and Procedures
Location and communication of policy	The school assessment policy is located on the school website at https://tamborinemtnshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Our%20school/senior-assessment-policy.pdf#search=sENIOR%20ASSESSMENT All questions regarding this policy should be directed to Deputy Principal - Senior School. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in subject classes. Relevant processes will be implemented: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is distributed to students
Expectations about engaging in learning and assessment (QCAA Handbook- section 1.2.4 Section 2 Section 8.2.1)	Tamborine Mountain State High School requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements on or before the due date for their results to contribute credit to the QCE. Staff are required to complete the academic integrity courses and accreditation course provided by the QCAA. Senior students are required to complete the academic integrity courses provided by the QCAA, in Year 10 or after enrolment if not completed at a previous school. The whole school community: staff, students and parents/carers have roles and responsibilities in ensuring that all students are: • Engaged in the learning of the course of study • Expected to produce evidence of achievement that is authenticated as their own work • To submit responses to scheduled assessment on or before the due date.
Due dates (QCAA Handbook- section 8.2.1 Section 8.2.7)	Tamborine Mountain State High School is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published on task sheets & assessment schedules. All students will be provided with their assessment schedule by the end of week 3 each semester. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload.

QCE and QCIA policy and procedures handbook	Policy and Procedures
	Student Responsibility: Students are expected to: • record due dates in their calendars/diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • have parent/carer inform the classroom teacher and Head of Department as soon as possible • follow school processes to apply for extensions • provide the school with relevant documentation, e.g., medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
Submitting, collecting and storing assessment information **(QCAA Handbook-section 9)**	Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions and file types and naming conventions. All assessment evidence, including draft responses, will be submitted by their due date in the required format, length and mode. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in faculty handbooks and in accordance with QCAA retention and disposal requirements.
Appropriate materials **(QCAA Handbook-section 8.2.2)**	Tamborine Mountain State High Schools is a supportive and inclusive school. Material and texts are chosen in accordance with syllabus requirements and curriculum priorities. Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with school community values.

Ensuring academic integrity

Tamborine Mountain State High School has a procedure to ensure that there is consistent application of the assessment policy and that staff and students optimize opportunities to understand academic integrity.

The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
Scaffolding (QCAA Handbook-section 8.2.3)	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • Maintain the integrity of the requirements of the task or assessment instrument • Allow for unique student responses and not lead to a predetermined response Across the phase of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. Tamborine Mountain State High School uses quality assurance processes, including pre-moderation of assessment, and the use of QCAA quality assurance tools to ensure that student work is not restricted to a predetermined response and allows students to demonstrate the objectives being assessed.
Checkpoints (QCAA Handbook-	Tamborine Mountain State High School teachers use monitoring processes to check student progress towards successful completion of assessment tasks.

QCE and QCIA policy and procedures handbook	Policy and Procedures
Section 8)	Students are responsible for meeting the requirements of monitoring. Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if checkpoints are not met. Students will be referred to the Monitoring Room if check points are not sufficiently progressed.
Drafting (QCAA Handbook section 8.25)	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g., written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Teachers provide feedback on one complete draft Feedback on a draft may be: • written • verbal • provided through questioning • an indication more editing is required • a summary of feedback and advice to the whole class • advice to consider other aspects of the report, text or performance • advice to show more awareness of the intended audience or purpose • advice to rearrange the sequence and structure of the response to remove excess information. Feedback on a draft is: • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students Feedback on a draft must **not:** • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents/carers will be notified by email about non-submission of drafts and the processes to be followed. Students are responsible for: • Submitting drafts on or before the checkpoint date • Making use of teacher provided feedback.
QCAA Academic integrity course	• All students are required to complete the Academic Integrity course in order to be eligible for the Queensland Certificate of Education (QCE).

QCE and QCIA policy and procedures handbook	Policy and Procedures
	• • Making use of teacher provided feedback.
Managing response length (QCAA Handbook-section 8.2.6)	Students must adhere to assessment response lengths as specified by QCAA syllabus documents and curriculum guidelines. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will: • mark only the work up to the required length, excluding evidence over the prescribed limit as per QCAA expectations. Or • Allow a student to redact their responses to meet the required length, before a judgment is made on the student work and • annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark i.e., sections over the required length; are identified on the student work and an appropriate comment is included on the IMG/ISS. Students are responsible for: • Adhering to prescribed word lengths • Applying feedback about word length • Editing responses to meet length requirements • Providing an accurate word count or performance time.

Authenticating student responses (QCAA Handbook-section 8.2.8)	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Tamborine Mountain State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. A range of authentication strategies are employed – • Assessment tasks are varied annually. • Class time is provided to observe task completion. • Reference lists and acknowledgements of source are required. • Evidence of student response is collected via classwork, photographs, recordings, plans, photographs, drafts etc. • Individual monitoring, feedback and results for students working in groups. • Students sign a declaration of authenticity. • Students must acknowledge all sources. • Students are aware that the use of AI in their assessment item is not authentic. • Your teacher will conduct interviews or consultations as you develop the response. • Your teacher may interview you after your response has been submitted to determine your understanding of, and familiarity with your responses. • I, _____ declare this is my own original work and that no part of this assessment has been copied from any other source except where duly acknowledged and referenced appropriately. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
QCE and QCIA policy and procedures handbook	**Policy and Procedures**
Completion of course requirements for senior subjects (QCAA Handbook)	When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensure that all students have opportunities to access assessment. Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result. Where a student is a late entry into Units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of Units 1 and 2.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) (QCAA Handbook-section 6)	**Applications for AARA** Tamborine Mountain State High School 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 school follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from – www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The Deputy Principal Senior School manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation 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 principal or their delegate. Students are **not** eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the Deputy Principal – Senior School as soon as possible and submit the relevant supporting documentation.

QCE and QCIA policy and procedures handbook	Policy and Procedures
Managing non--submission of assessment by the due date (QCAA Handbook) section 11.1.4)	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Tamborine Mountain State High School teachers will progressively gather evidence of student achievement in forms including but not limited to: • drafts • class work • rehearsal notes • photographs of student work • teacher observations. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) • teachers make judgements based on checkpoints and drafts provided by the student during the assessment preparation period • failure to present on the due date will require a Doctors Certificate to be submitted • If no evidence was provided by the student on or before the due date as specified by the school and no other evidence is available, 'Non-Rated' NR must be entered in the Student Management system. • Oral assessment may be live or pre recorded In circumstances where a student response is judged as NR, the student will not meet the requirements of that subject. **Year 10 (only)** The student will be required to complete the assessment task after receiving a Non-Rated result and will be required to attend school on a senior study day. If the student is unable to attend the senior study day, then the consequence will be five (5) hours after-school detention. **Year 11/12 – QCAA Policy rules will apply.** In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Managing Non-submission of Oral Presentations (QCAA Handbook) Section 11.1.4)	Oral assessment occurs over an extended and defined period of time. Students may use class time or their own time to develop a response. Students may support their responses with multi-modal elements as appropriate to the context and audience. The response may be 'live' or pre-recorded. Technology issues are not an acceptable justification for non-submission. Failure to present on the allocated day will require a medical certificate to be submitted.

QCE and QCIA policy and procedures handbook	Policy and Procedures
Internal quality assurance processes (QCAA Handbook Section 9)	Tamborine Mountain State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgements about student achievements (faculty-based moderation process) • quality assurance of judgements after assessment is completed by students and prior to results being provided, using faculty-based moderation processes, which may vary depending on the size of the cohort and nature of the assessment. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. Students who refuse to present will be referred to the Deputy Principal – Senior School. They will be required to present and this will be recorded.
Review (QCAA Handbook Section 11.1)	Tamborine Mountain State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses may be subject to review by the Head of Department and the Deputy Principal – Senior School.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects See the QCE and QC/A policy and procedures handbook and follow the External assessment - administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students. See also: *External assessment - administration guide* (provided to schools each year)	Student will wear full school uniform, refer to the dress code and personal presentation policy. In addition, students are to follow QCAA student external exam guidelines. During an examination the students are to follow the directions from teachers. It is expected that all students attempt all questions.

Managing academic misconduct

Tamborine Mountain State High School is committed to supporting students to complete assessment and to submit work that is their own and minimising opportunities for academic misconduct.

Tamborine Mountain State High School positively and proactively assists students to avoid academic misconduct and ensures fairness for all students, using the following.

- **requiring students to complete the academic integrity course**
- actively engaging students in learning about research, referencing, note-taking and summarizing skills
- actively engaging students in learning about types of academic misconduct and how they can be avoided.

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, material or assistive digital • has any notation written on the body, clothing or any object brought into an assessment room • uses unauthorized notes (iPhones, iPods, earphones, smart watches etc.) • 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.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Non-Rated (NR). See the QCE and QCIA policy and procedures handbook. (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.
Collusion	When: • 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	A student: • 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 • looks at another student's work during an examination • copies another student's work during an examination.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorized 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	

Types of misconduct		Procedure
Fabricating	A student: • invents or exaggerates data • duplicating the same work for different assessment items • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, • impersonates a student in a performance or supervised assessment. • 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). Plagiarism also includes the work of a translator as the work produced is **not** the work of a student.	
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.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Procedures for managing academic misconduct

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available to verify the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

In the case of examinations, the Deputy Principal – Senior School will make a determination as to the potential impact of the academic misconduct on the student's response. The student will not be rated on any exam segments potentially affected by academic misconduct.

In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

The Head of Department in consultation with the Deputy Principal – Senior School will determine whether further consequences need to apply.

Consequences for academic misconduct

Consequences may include –

- Contact to QCAA (in external exams as per QCAA Policy)
- Completion of reference booklets
- Graded to point of discretion
- Suspension
- Exclusion
- Community service
- Withdrawal of subject

Related school policy and procedures

Refer to other school policies and procedures as appropriate:

- Student Code of Conduct
- Technology Policy
- Internal moderation procedures (including school procedures for endorsement and confirmation
- Staff handbook
- Faculty handbook.
- Appendix I Assessment Procedures

Determining length of response

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken, signed and multimodal or performance responses.

Table: determining the length of a written response

	Word Length	Page Count
Inclusions	• All words in the text of the response • Title, headings and subheadings • Tables, figures, maps and diagrams containing information rather than raw or processed data • Quotations • Footnotes and endnotes (unless used for bibliographical purposes)	• All pages that are used as evidence when marking a response
Exclusions	• 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 • Appendices** • Page numbers • In-text citations	• Title pages • Contents pages • Abstract • Bibliography/reference list • Appendices** • Blank pages

*For example, by-lines, banners, captions and call-outs used in genre-related written responses.

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

Table: determining the length of a non-written response

	Response Length - duration	Notes
Inclusions	• 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 multimodal presentation	• Marking only the evidence in the student response that meets the assessment conditions for response length
Exclusions	• Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	• The exclusions for written responses do not apply as they are not relevant to a timed response.

MONITORING ROOM PROCESS
Year 10 – 12

Students who have not submitted sufficient work to meet monitoring expectations are referred to the Monitoring Room.

Monitoring due date (as per date on assessment piece)
- Teacher collects work for review to determine if progress is satisfactory

Progress satisfactory

Progress unsatisfactory (non-submit/incomplete/below passing standard)

Referral to Monitoring Room
- Must attend Monitoring Room every day until cleared.
- Report to TE08 at 11:10 am daily
- Special arrangements can be made to work with teacher instead of the Monitoring Room

Must submit work for review to exit Monitoring Room by 9:00 am next Monday (by email/in person)
- Teacher receives work by 9:00 am Monday and will review work and make decision re: Monitoring Room by Thursday (3-day turn-around)

On Thursday, teacher will advise if cleared from the Monitoring Room from Friday am

Progress now satisfactory
- Teacher clears student from Monitoring Room

Progress still unsatisfactory
- Student remains in Monitoring Room
- Student will be issued a Wednesday from the DP for not gaining clearance on review
  - Student receives a Wednesday for not gaining Monitoring Room clearance
  - Student remains in Monitoring Room until cleared

Student must submit work for review by 9:00 am next Monday (by email/in person)

On Thursday, teacher will advise if cleared from Monitoring Room
- A Wednesday will be issued each new week in Monitoring Room – without clearance
- Cycle repeats until student cleared from Monitoring Room.

Points to note:
(1) Once assessment due date arrives, student will be removed from Monitoring Room.
(2) Diploma (Business) runs its own Monitoring Room process independent of school Monitoring Room.
(3) Monitoring Room processes for PL students act independently of school Monitoring Room – will operate same as they currently do.

Absent on Monitoring Due Date
(1) Students absent on due date are required to submit their monitoring draft by email or in person (via office).
(2) Failure to submit your monitoring draft on due date results in automatic referral to Monitoring Room.
(3) You can submit a medical certificate to your year level DP for immediate clearance from the Monitoring Room on your return and/or you can apply contact the HOD for a formal extension – if granted you will be cleared from the Monitoring Room.

No Show to Monitoring Room
- Any no show to the Monitoring Room is referred by SSL to DP for management/action.
  (1) **First No Show** → Loss of Wednesday x 1
  (2) **Second No Show** → Loss of Wednesday x 2
  (3) **Third No Show** → Saturday detention x 1
  (4) **Fourth No Show** → Cancellation of Enrolment

Privileges Requirements
Number of Wednesdays allowed to retain access to Jerseys/Formal is 6 or more