Contents

1.   SCOPE

It is mandatory at Brisbane Bayside State College that all students complete and submit all assessment items, including drafts. The school's assessment policy has been developed to achieve consistency, fairness and predictability so students know what will happen based on the **choices** they make. The assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The policy is consistent with Queensland Curriculum & Assessment Authority (QCAA) QCE and QCIA policy and procedures handbook v5.0 https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook .

2.   ASSESSMENT PRINCIPLES

Brisbane Bayside State College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:
- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua 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.

All assessment tasks are designed to meet the following principles:
- Validity – the extent to which an assessment accurately measures what it is intended to measure.
- Accessibility – the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.
- Reliability – the extent to which an assessment will produce the same consistent result.

3.   PROMOTING ACADEMIC INTEGRITY

Brisbane Bayside State College and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity. The following whole-school procedures support this endeavour.

3.1   LOCATION AND COMMUNICATION OF POLICY

The school assessment policy is located on the school website. All questions regarding this policy should be directed to Head of Department – Junior (Yr 7-9) or Head of Department – Senior (Yr 10-12).

To ensure the assessment policy is consistently applied, it will be revisited at the relevant times including:
- at enrolment interviews;
- during SET planning in Year 10;
- when the assessment schedule is published.
- when each task is handed to students; and
- in the newsletter, on the school website and by email in response to phases of the assessment cycle.

3.2   EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

Brisbane Bayside State College has high expectations for academic integrity and student participation and engagement in learning and assessment. In the senior school, 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. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

All students are expected to:
- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date

To emphasise the importance of sound academic practices for senior school, staff and students are mandated to complete the QCAA Academic Integrity courses to enable attainment of QCE from 2026.

3.3   DUE DATES

3.3.1 SCHOOL RESPONSIBILITY

Brisbane Bayside State College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses will be published in the OneSchool assessment planner by the end of Week 3 each semester. An Assessment Planner is emailed to all students. It is also accessible by students through OneSchool and for parent/guardians on QParents.

The assessment schedule will:
- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- be clear to teachers, students and parents/carers
- be consistently applied
- give consideration to allocation of workload
- enable timelines for QCAA quality assurance processes to be met for senior subjects

3.3.2 STUDENT RESPONSIBILITY

Students are responsible for:
- checking the assessment schedule and class work on the assessment planner
- recording due dates in an appropriate format
- 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.
- Complete all assessment tasks by the due date:
  Year 11 and Year 12
  - Electronic Assessment Tasks must be submitted by 11:59pm on the due date.
  - Year 11 and 12 Electronic submissions – *must be submitted using the nominated plagiarism software (Turnitin) and OneDrive as required by subject.*

  Year 7 to 10
  - All Assessment Tasks must be submitted in the format directed by the teacher.
  - This may include submission by *nominated plagiarism software (Turnitin) or other online platforms (OneDrive, Email) as directed by teacher).*

3.4 APPLYING FOR AN EXTENSION FOR DRAFTS

In cases where students are unable to meet a draft due date, they will:
- inform the classroom teacher as soon as possible
- request an extension from the subject area Head of Department
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the subject area Head of Department

3.5 APPLYING FOR AN EXTENSION FOR FINAL ASSESSMENT

In case where students are unable to meet a final due date, and prior to the advertised due date, they will:
- inform the classroom teacher as soon as possible.
- Junior students (Year 7-9)
  - apply for an extension with the subject Head of Department with contact from a parent/carer as required.
  - provide the school with relevant documentation, e.g. medical certificate
  - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the subject area Head of Department

- Senior students (Year 10 – 12)
  - apply for an extension using the BBSC AARA email - AARA@brisbanebaysidesc.eq.edu.au.
  - provide the school with relevant documentation according to AARA, e.g. QCAA Confidential Medical Report or Student Statement (Template available on StudentNet and BBSC website)
  - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the Head of Department or Guidance Officer.

All final decisions are at the Principal's or QCAA's discretion. Refer to AARA information for more details.

3.6 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

Assessment instruments will provide information about Brisbane Bayside State College's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, electronically via Turnitin.

For the senior school, 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 compliant with QCAA processes.

3.6.1 Managing school-approved absences

We understand that students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, BBSC may approve student engagement in these experiences. If approved, the school will:
- support student access to teaching and learning that will allow students to successfully meet assessment requirements
- maintain equitable assessment processes
- meet QCAA quality assurance timelines.

Applications for a School Approved absence need to be made in writing to the principal via the HODs Junior School or Senior Schooling. **Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.**

Examples of activities that may be considered for a school approved absence are:
- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

This list of examples is not an exhaustive list so if you have a circumstance that is not covered by the list please speak to the Senior Schooling Head of Department.

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:
- for examinations – Brisbane Bayside State College will offer a comparable examination before the due date.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

If a student is participating in a state or national representative activity during the external examination period, they may submit a *Variation to venue* application. Please contact the school using the AARA email address (AARA@brisbanebaysidesc.eq.edu.au).

3.7 APPROPRIATE MATERIALS

Brisbane Bayside State College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

4.   ENSURING ACADEMIC INTEGRITY

4.1   SCAFFOLDING

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 phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

4.2   CHECKPOINTS

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 checkpoint submissions.

Teachers will use these checkpoints to identify and support students to complete their assessment.

4.3   DRAFTING

A draft is a preliminary version of a student's response to an assessment instrument and 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. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non- submission for other reasons.

Submission of a draft:
- To receive feedback from the teacher, the final reasonable draft as specified by the teacher must be submitted to the teacher by the draft due date (either hard copy or electronically via Turnitin);
- Students who do not submit a final reasonable draft as outlined on the relevant task sheet will be required to attend a compulsory Assessment Hub session to receive support in meeting requirements. As students in the compulsory participation phase of education, Year 11 and 12 students are required to meet assessment dates as advertised to demonstrate their participation in the educational program provided by the school.

Feedback on a draft is:
- provided on a ***maximum of one draft*** of each student's response;
- 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;
- provided within one week of a submission of a draft;
- provided verbally only for late submissions of drafts.

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.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or

developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

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

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.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. Teachers will record the contact on OneSchool (behaviour & contact) and refer to the appropriate subject area Head of Department.

4.4   REFERENCING

An important part of academic learning is reading and learning from other people and using their work to inform your own. Student responses must clearly show which is their work and which is the work of others. To maintain academic integrity, students must acknowledge other people's work using references.

The school's chosen and preferred referencing style is American Psychological Association (APA).

Referencing is completed for three key reasons:

1. Referencing **acknowledges the work of others** who have helped the author consider the topic;
2. Referencing **helps the reader consider the sources** that have used in the research; and
3. Referencing appropriately ensures that the **author avoids accusations of plagiarism.**

Copyright refers to the rights held by the creator of an original work. It enables the creator to have control over how the content they have created is used. When students use other people's work for school assessment, they do not need to seek permission from the copyright owner, so long as the work is referenced appropriately.

4.5   MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response. This information is provided to:
  - give an idea of the depth of the response required;
  - encourage concise responses; and
  - ensure the same conditions for all students.
- 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.

When students respond to an assessment task, the response developed should not exceed, or be significantly below, the length required. There are specific rules from the QCAA for what is included in the length of a response.

Guidelines about the length of a 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 other 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 • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations	• 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.

There are different ways students can manage the length of their response.

Too long	Too short
Revise the task/question. Which information directly relates to the topic? Has too much general information been included?	**Explain the message/argument in detail.** Are the key concepts defined and explained? Are the steps in your reasoning clearly shown?
Be direct and concise. Is it straight to the point or is there a lot of information leading up to it? Is there repetition or over explaining of any points?	**Justify and explain.** Have you contextualised and explained how your research supports your key points?
Consider each paragraph/section. Is there overlap? Could the information be combined? Are there to many examples where fewer would be sufficient?	**Check your research**. Have enough sources been consulted, and sufficient examples used? Is more information required?

4.5.1 SUBMITTED RESPONSE IS TOO LONG

The school will use the QCAA strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. The implemented strategy will be suitable for the context, assessment technique and response type

- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length; or
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.

The school will annotate the student response to indicate the evidence used to determine the result.

190632

4.6 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Brisbane Bayside State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (as per Section 5 of this policy).

Students should:
- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses;
- participate in authentication processes as required by the school, such as to
  - sign a declaration of authenticity
  - submit a draft by the draft due date using Turnitin (plagiarism and AI-detection software)
  - submit the final response using Turnitin, where required
  - participate in interviews during and after the development of the final response.

4.7 LATE OR NON-SUBMISSION OF TASKS

Teachers make judgments based on evidence of student work provided by the student for the purposes of authentication during the assessment preparation period.

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and draft. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Students will receive a detention and referral to relevant Head of Department for non-completion of draft.

4.7.1 ACADEMIC CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations), work submitted at checkpoints or the draft will be used to make judgements on the final level of achievement. If there is no evidence available to award a judgement, an assessment item is recorded as a 'Not-Rated' (NR) as a standard can only be awarded where evidence has been demonstrated.

In circumstances however where a student response is judged as NR, the student will not meet the requirements for that subject. This will impact on their Exit Level of Achievement in the subject, and for students in Year 11 and 12, correspondingly their ATAR and QCE eligibility.

4.7.2 BEHAVIOURAL CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

As described in the Student Code of Conduct, students who do not meet all assessment expectations, can expect to receive a result based on their draft. As students in the compulsory participation phase of education, Year 11 and 12 students are required to meet assessment dates as advertised to demonstrate their participation in the educational program provided by the school. Non-submission of assessment could lead to the cancellation of enrolment in the senior school.

5. MANAGING ACADEMIC MISCONDUCT

Brisbane Bayside State College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Consequences will be applied according to the school's Student Code of Conduct.

5.1 TYPES OF ACADEMIC MISCONDUCT

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. It is defined as taking steps to gain an unfair advantage over other students, or to create a disadvantage for other students. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Copying work	• deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
Cheating while under supervised conditions	• begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment*, materials or AI • has any notation written on their 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	• 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.
Disclosing or receiving information about an assessment	• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	• invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Contract cheating	• pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Impersonation	A student arranges for another person or technology 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.
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 or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

*Examples of unauthorised equipment used in exams:
- smart watches, fitbits or mobile phones (are not to be accessible during an exam. Must be placed on the floor, handed to a supervisor prior to the exam or left in the student's bag in a secure location)
- Graphics calculators will have the memory cleared prior to the exam.
- Water bottles and pencil cases that are not clear plastic or have labels attached.

5.2 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, students will be given credit only on their own work OR the school will provide an opportunity for the student to demonstrate that the submitted response is their own work (conditions and setting at the school's discretion).

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 Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8). Where appropriate, the school's Student Code of Conduct will be implemented.

Behavioural consequences for academic cheating and plagiarism are described in the Student Code of Conduct, which state students caught cheating or plagiarising can expect to be given detention(s) or suspension for their behaviour.

6. ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS (SENIOR)

Brisbane Bayside State College is committed to reducing barriers to success for all students. AARAs 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 by the QCAA. The school's Deputy Principal – 10, 11 and 12, HOD – Senior School, HOSES and Guidance Officer manage all approval of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6 of QCE & QCIA handbook) 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 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)

6.1 APPLICATIONS FOR EXTENSIONS TO DUE DATES FOR UNFORESEEN ILLNESS AND MISADVENTURE

Students and parents/carers must contact the school and submit the AARA before the due date of assessment and submit the relevant supporting documentation.

6.2 ABSENT FOR AN ASSESSMENT TASK (AARA - UNFORESEEN ILLNESS AND MISADVENTURE)

If a student is absent on the day of an exam (or assessment due date), students and parents/carers must contact the school and apply for an AARA. The AARA application must have the relevant supporting documentation i.e. QCAA Confidential Medical Report. Students will complete a comparable assessment as negotiated with their teacher/relevant Head of Department upon their return to school.

ASSESSMENT TASK EXTENSIONS APPLIED FOR BEFORE DUE DATE → YEAR 10 - 12	
EXTENDED FAMILY TRAVEL	**ALL OTHER CIRCUMSTANCES**
Exam No extension **Assignment** No extension Must submit prior to departure or submit online by the due date	Provide documentary evidence and submit to Administration or email to AARA@brisbanebaysidesc.eq.edu.au ⬇ AARA application approval given by DP- Year 10, 11 or 12. Guidance Officer / Deputy/ Senior School HOD advises Curriculum HOD, classroom teacher and student of alternate arrangements. ⬇ Extension is recorded in One School under Support Provisions and AARA is recorded in QCAA (Year 12 only).

ABSENCE FOR EXAM/ASSESSMENT TASK → YEAR 10-12		
EXTENDED FAMILY TRAVEL	**ADVANCED NOTICE - EXAM**	**UNFORESEEN CIRCUMSTANCES - EXAM**
Exam No extension Year 10 must sit comparable before departure. **Assignment** No extension Must submit prior to departure or submit online by the due date.	Student or parent advises their teacher as soon as they become aware of the absence ⬇ Email and attach documentary evidence to AARA@brisbanebaysidesc.eq.edu.au OR submit the documentary evidence to SSR.	Student or parent advises SSR of absence on 3893 5333 or text 0438 352 365 ⬇ **ON SAME DAY OF EXAM** **Notify** DP – 10-12/GO/HOD Senior School via email AARA@brisbanebaysidesc.eq.edu.au Include in the email: Student name, grade, teacher name and subject.
ABSENT DUE DATE OF ASSESSMENT Student/parent advises SSR of absence on 3893 5333 or text 0438 352 365 **AND ON DUE DATE** emails the final copy to the classroom teacher or subject HOD, or where required submit via Turn It In If **unable to submit** - Call school to record acknowledgement and provide reason. Preferably speak with the Deputy Principal – 10-12.	⬇ AARA application approval given by DP- 10-12/GO/Senior School HOD. Advises Curriculum HOD, class teacher and student of alternate arrangements as soon as possible. Student will complete exam under supervised conditions. Time & date to be set by DP- 10-12/ GO /Senior School HOD. External Exams - QCAA will advise result of AARA application.	⬇ Student will complete exam under supervised conditions immediately on return to school as advised/negotiated with DP 10-12/GO/Senior School HOD. Email and attach documentary evidence ⬇ to AARA@brisbanebaysidesc.eq.edu.au OR submit the documentary evidence to SSR External Exams - QCAA will advise result of AARA application.
	Entered onto One School in Support Provisions. QCAA AARA application (Year 12 only)	Entered onto One School in Support Provisions. QCAA AARA application (Year 12 only)

Brisbane Bayside State College

SCHOOL APPROVED ABSENCE – WITH SUFFICIENT NOTIFICATION	
ASSESSMENT	**EXAM**
Application for School Approved Absence sent to the Principal via the HODs of Junior School or Senior Schooling ⬇️ Approval granted for Absence – Curriculum HOD Notified of approval. Parent notified of outcome and arrangements for assessment completion. ⬇️ Contact recorded in OneSchool. Student is required to submit/present the assessment on or before the due date	Application for School Approved Absence sent to the Principal via the HODs of Junior School or Senior Schooling ⬇️ Approval granted for Absence – Curriculum HOD Notified of approval. Parent notified of outcome and arrangements for assessment completion. Contact recorded in OneSchool. ⬇️ Curriculum HOD organises for Comparable assessment to be written, liaises with classroom teacher for suitable completion time. ⬇️ Teacher notifies student of new assessment date and supervises student to complete comparable assessment before they leave for school approved absence.
If approval is not granted, student completes assessment as outlined in the assessment planner. Contact recorded in OneSchool.	If approval is not granted, student required to complete exam as outlined in the assessment planner – failure to complete assessment may result in a N-rating. Contact recorded in OneSchool.

APPENDIX 1   SUMMARY → AARA APPLICATION PROCEDURES – SENIOR (YEAR 10-12)

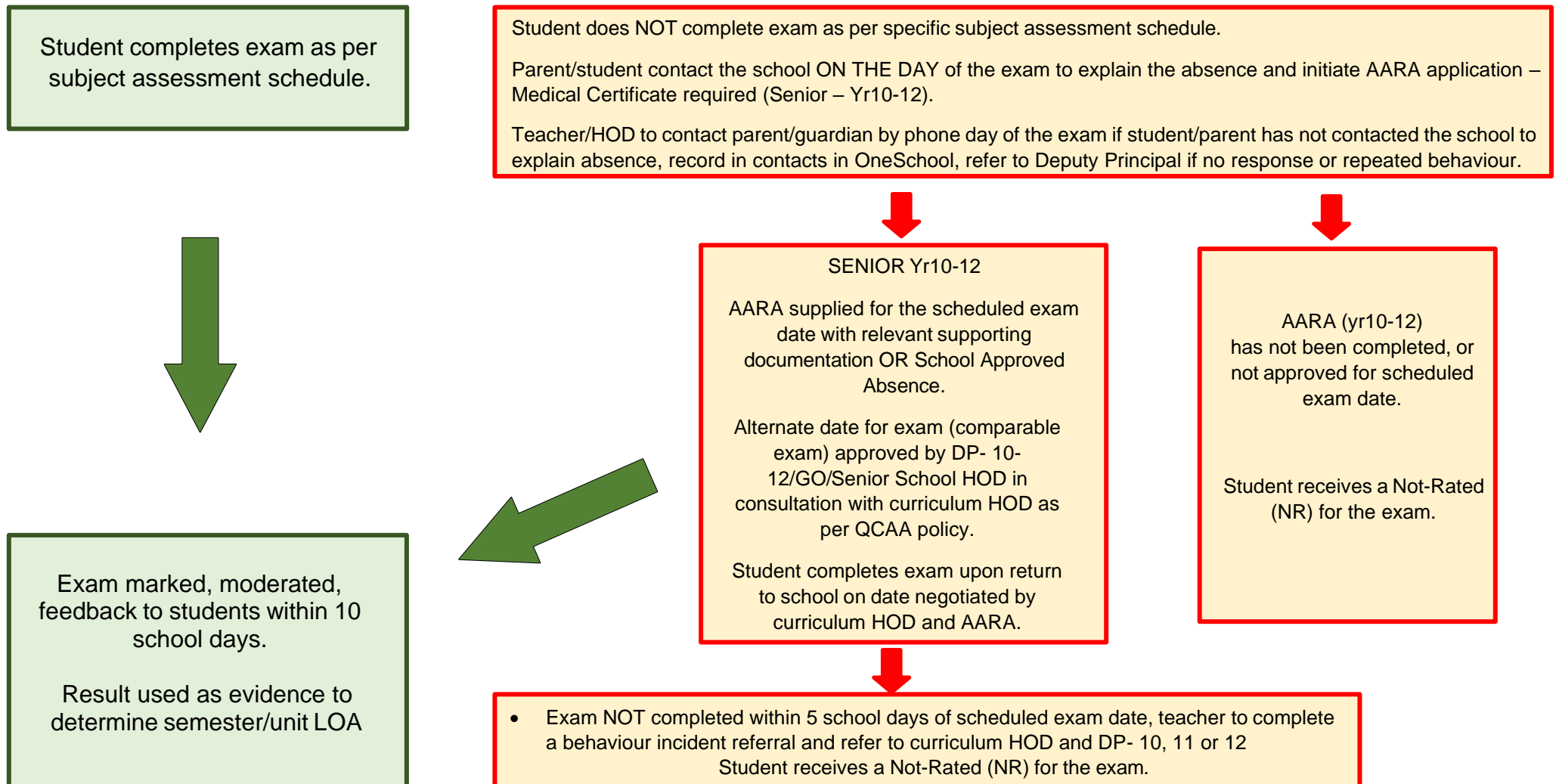| Absent on due date – Unexpected medical condition or accident	Absent on due date – Unexpected emergency (eg. Family death, DV, trauma)	Ongoing medical condition or disability (including mental health)	Known conditions that impact learning (has an ISP in place on OS or is on AIMS) eg ADHD, Dyslexia, ID, ASD, SLI, dyspraxia, complex learning difficulties.	Extenuating circumstances (recent family hardship, family separation, eviction, etc.) that is significantly impacting student.	Family holiday
Extension for exams and assignments allowed under illness and misadventure. Documentation – **QCAA Confidential Medical Report or Medical Certificate** must be provided that includes the following details: • Diagnosed illness or condition • Date of diagnosis, onset or occurrence • Symptoms, treatment or course of action related to the illness or condition • Explanation of the probable effect of the illness or condition on the student participating in the assessment Student to sit original exam or comparable exam on arranged alternative date. Student to submit assignment on alternative date – length of extension to be determined by DP-Senior in consultation with curriculum HOD.	Extension for exams and assignments allowed under **illness and misadventure.** Documentation – **QCAA Student Statement** and any of the following written evidence from relevant independent professional, parent or other independent third party to be provided that includes: • Event • Date of event • Course of action related to the event • Explanation of the probable effect of the event on the student participating in the assessment Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice. Student to sit original exam or comparable exam on arranged alternative date. Student to submit assignment on alternative date – length of extension to be determined by DP-Senior or GO.	Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional. Documentation – **QCAA School Statement** completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability. And/or **Medical report (use QCAA template)** completed by medical practitioner (GP, pysch, etc). Report should include: • Diagnosis of condition • Date of diagnosis • Date of occurrence or onset • Symptoms, treatment or course of action related to the condition • Information about the diagnosed condition affects the student participating in assessment • Professional recommendations regarding AARA Adjustments can include (depending on condition): extension, comparable exam on alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader.	Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional. Documentation – **QCAA School Statement** and **QCAA Medical report** and/or **Education Adjustment Program** (EAP) Other evidence such as teacher's observations or results from standardised academic testing can also be included. Adjustments can include (depending on condition): extension, alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader, use of assistive technology.	Extension for exams and assignments allowed under illness and misadventure. Documentation – **QCAA School Statement** and **QCAA Student Statement** plus Written evidence from relevant independent professional, parent or other independent third-party providing details of circumstances and identifying the level of impact the event has the student's ability to complete assessment/exam. Student to sit comparable exam on arranged alternative date to be determined by DP-Senior in consultation with curriculum HOD. Student to submit assignment on alternative date – length of extension to be determined by GO or DP-Senior in consultation with curriculum HOD	**Exam** No extension **Assignment** No extension Must submit prior to departure or submit online by the due date.

APPENDIX 2- BBSC SENIOR SECONDARY (10 -12) ASSESSMENT POLICY FLOWCHART - ASSIGNMENTS

Student submits fully completed DRAFT on Turnitin by 11.59pm (electronically) or hard copy on draft due date.

↓

Teacher provides written feedback to the student in timely fashion within one week after submission of the fully completed draft.

↓

Student submits FINAL assessment on Turnitin by 11.59 pm (electronically) or hard copy on final due date.

↓

FINAL assessment marked, moderated, feedback to student within 10 school days.

Result used as evidence to determine semester/unit LOA

Extension – student applies for extension before due date (AARA – Senior)
1. Draft - approved by HOD
2. Final - approved by DP – 10-12 as per AARA guidelines
3. New due date set in consultation with teacher according to QCAA guidelines

↓

Extension for draft or final is NOT approved by DP-10-12 or HOD before due date. No medical or other relevant documentation supplied for scheduled draft / final due date.

↓

NO DRAFT SUBMITTED
Student to complete draft/final during the lesson (or lunch detentions) and submit to teacher.
Verbal feedback only on drafts submitted after due date or without an approved extension.

↓

NO FINAL SUBMITTED by the due date without an approved extension.

Student will be graded on the draft. As a behavioural consequence, student will still submit final BUT draft result WILL be used as evidence to determine semester/unit LOA.

Student does NOT submit reasonable draft as per subject assessment schedule

↓

Teacher ➔inform student, detention, contact home, record under OneSchool contacts and behaviour.
Referral to curriculum HOD if no draft submitted after detention or repeated behaviour.

- Teachers ➔ contact home regarding all non-completion of assessment, record on OneSchool, refer to HOD for repeated behaviours or no response
- Applications for extensions are approved by the HOD of subject areas for drafts and GO/Senior School HOD for final (AARA)
- Non-submission of assessment by due dates, including drafts, could lead to the cancellation of enrolment in the senior school

APPENDIX 3 – BBSC SENIOR SECONDARY (10 – 12) ASSESSMENT POLICY FLOWCHART - EXAMS

Student completes exam as per subject assessment schedule.

Student does NOT complete exam as per specific subject assessment schedule.

Parent/student contact the school ON THE DAY of the exam to explain the absence and initiate AARA application – Medical Certificate required (Senior – Yr10-12).

Teacher/HOD to contact parent/guardian by phone day of the exam if student/parent has not contacted the school to explain absence, record in contacts in OneSchool, refer to Deputy Principal if no response or repeated behaviour.

SENIOR Yr10-12

AARA supplied for the scheduled exam date with relevant supporting documentation OR School Approved Absence.

Alternate date for exam (comparable exam) approved by DP- 10-12/GO/Senior School HOD in consultation with curriculum HOD as per QCAA policy.

Student completes exam upon return to school on date negotiated by curriculum HOD and AARA.

AARA (yr10-12) has not been completed, or not approved for scheduled exam date.

Student receives a Not-Rated (NR) for the exam.

Exam marked, moderated, feedback to students within 10 school days.

Result used as evidence to determine semester/unit LOA

- Exam NOT completed within 5 school days of scheduled exam date, teacher to complete a behaviour incident referral and refer to curriculum HOD and DP- 10, 11 or 12
Student receives a Not-Rated (NR) for the exam.

- Teachers are to contact home regarding no attendance to exam with no contact from home, record on OneSchool, refer to HOD for no response
- AARA Applications to sit comparable exam on new date are approved by DP- 10-12/GO/HOD Senior School
- Non-submission of exams, could lead to the cancellation of enrolment in the senior school

APPENDIX 4 – BBSC JUNIOR SECONDARY (7-9) ASSESSMENT POLICY FLOWCHART - ASSIGNMENTS

Assignment Draft Date

Student submits draft on due date.

Student **does not** submit draft on due date.

Detention/s issued by classroom teacher to complete draft.

Family contacted notifying them of non-submission.

Assignment Date

Student submits draft.

Student **does not** submit assessment on due date.

No communication from family.

Student **cannot** submit on due date.

Family provides valid reason for absence/ non-submission **before the due date**.

Extension granted

Student submits assessment as agreed.

Student submits assignment on the due date.

Student **does not** complete draft/detentions.

Draft or class work is marked.

Recorded as behaviour on OS

If no mark can be given, classroom teacher will discuss NR with HOD.

FINAL assessment marked and moderated.

Result used as Evidence to determine semester/unit LOA.

OS Behaviour referred to HOD for continued refusal to participate.

If no draft or final is submitted, classwork will be marked.

If no mark can be given, classroom teacher will discuss NR with HOD.

APPENDIX 5 – BBSC JUNIOR SECONDARY (7-9) ASSESSMENT POLICY FLOWCHARTs - EXAMS

Exam Date

Student **does not** sit exam on exam date.

No communication from family.

Classroom teacher notifies family of the missed exam.

Absence continues, with no communication from family.

Draft or class work is marked.

Recorded as behaviour on OS

If no mark can be given, classroom teacher will discuss NR with HOD.

Student sits exam on the exam date.

Student sits exam at next available opportunity.

Student **does not** submit on due date.

Family provides valid reason for absence & non-submission.

Student sits exam at next available opportunity.

Exam marked and moderated.

Result used as evidence to determine semester/unit LOA.

The expectation of a senior student at BBSC is to hand in assessment which includes a draft and final by the due date.

- If students don't hand in complete drafts, students are not allowed to go home Thursday Period 4. Benchmarks of word count requirements will be specified by individual faculties. Students will need to submit a draft to meet these requirements.

- Year 11 and 12 students need to remain at school to complete a draft during Period 4 and the afternoon detention time until 3.30 pm.

- A Head of Department will collect nominated students before the end of their Period 3 lesson and escort them to the designated room. If students are absent due to being off campus for TAFE/traineeship, another afternoon will be negotiated.

- Student lists are generated by the Head of Departments based on teacher feedback about non-submissions.

- Parents will be notified by email if students are required to remain at school.

- It is a requirement of all students in the senior phase of learning to 'participate in the educational program of the school' at all times. Failure to do this may result in a cancellation of enrolment meeting.

APPENDIX 7 – CONSISTENT APPLICATION OF AI IN ASSESSMENT SUBMISSIONS

AI use falls into different categories for QCAA - these include:

- plagiarism or lack of referencing - A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
- fabricating - lists incorrect or fictitious references including false or misleading information generated from the use of AI.
- cheating while under supervised conditions - uses unauthorised equipment*, materials or AI

In most cases the use of AI will fall under plagiarism or fabricating. We use Turnitin as a tool to help identify where AI may have been used in constructing a response, however, we need to be aware that it is not proof of using AI as outlined in the Turnitin disclaimer below.

'Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased, or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.'

No consequence should be issued therefore unless the student has been consulted about the results of the AI detection in conjunction with the students draft and regular teacher check-ins. As is the case with plagiarism (which using AI without significant attribution is classified as) only the parts of the response which are not flagged as AI, and corroborated by the student's admission, can be used to make a final judgement on their assessment item. In our draft Student Code of Conduct we have outlined possible consequences for this below:

Cheating / Plagiarism / AI Software Use e.g. CHAT GPT
- Refer to HOD
- Detention
- Caregivers contact
- Resubmission of task/assessment
- Suspension

If a student has not previously been reported as having used AI without proper attribution and has submitted a final piece of work that has been flagged, the student should be spoken to and shown the report from Turnitin. If they admit to using AI then they should be given a timeframe (24-48h) to resubmit their assessment, reminding them that what they submit should be their own work. Contact should be made home to highlight the use of AI and the opportunity to resubmit. A behaviour incident should be recorded so that the incident can be tracked (rather than combing through contacts).

If the student has previously been recorded as having engaged in academic misconduct around the use of AI, then they should be consulted, and a decision then made on consequences in line with our assessment policy and the Student Code of Conduct (also referenced in the Assessment Policy). That is, only what can be authenticated as the student's work will be marked. Contact home should be made, and a behaviour incident recorded. Continuous incidences of Academic Misconduct will need to be referred to the Year Level Deputy which may result in suspension as outlined from the draft Student Code of Conduct above.

If a student response is flagged as AI and the student consultation results in the student not admitting to using it, the teacher or HoD, could use an interview to authenticate the students work. This should be done using the students draft, or work submitted at check points and the final response to determine if the response is the students work. If authenticity cannot be established, then only work which can be authenticated should be marked. This outcome then needs to be communicated home. If the students work can be authenticated, then it should be marked accordingly.