



Carmel College Assessment Guidelines and Procedures

Preface

Carmel College is a dynamic learning community committed to inspiring high expectations for learning which maximise engagement, progress, and achievement for each student. This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment. This policy is designed to build capacity as students work towards summative assessment completion for the QCE. Carmel College considers the principle of increasing independence for assessment-capable learners. The purposeful and systematic collection of evidence of learning supports teacher judgment about student performance against syllabus standards and feedback on student learning growth and progress. The assessment policies and procedures outlined in this document follow QCAA guidelines and are aligned to the mission and values of Carmel College.



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1. Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment for application of the Australian Curriculum and the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qceqcia-handbook

2. Principles

Carmel 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.

Other relevant elements specific to Carmel College include:

- In Years 11 and 12 the number of formal assessment items is to be kept to a minimum as set/recommended by syllabus documents
- In Years 7 to 10 the assessment program is carefully planned to suit the students age, stage, and learning area requirements
- The timing of assessment and assessment types reflect syllabus intent
- Assessment instruments are diverse in range and form in all subject areas and address different learning styles and methods of conveying understanding
- Conferencing with students may be a necessary adjunct to assessment
- Non-submission/non-completion of assessment items may result in an incomplete unit of study
- Formative assessment is used to provide feedback on student progress
- Summative assessment contributes to the global judgment of student performance in a unit of study



3. Assessment Administration

3.1 Student Responsibility	<p>Carmel College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date. In the Senior school this is required in order for student results to contribute credit to the Queensland Certificate of Education.</p> <p>Students are expected to:</p> <ul style="list-style-type: none">• 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.
3.2 Location and Communication of Policy	<p>The school assessment policy is located on the school website. All questions regarding this policy should be directed to the Assistant Principal: Learning and Teaching.</p> <p>Relevant sections and processes of the assessment policy will be discussed with students at regular intervals including:</p> <ul style="list-style-type: none">• at enrolment interviews• during JET, GET-SET and SET planning• when the assessment schedule is published • when each task is released to students in the newsletter and by email in response to phases of the assessment cycle.
3.3 Submission and Storage of Assessment	<p>Assessment instruments will provide information about the arrangements for submission of draft and final responses, including due dates, conditions, and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and designated time, and where appropriate, via the College's academic integrity software (<i>Turnitin</i>) as prescribed in assessment task conditions.</p> <p>Students who leave early or arrive late on the day an assignment is due are permitted to submit their printed assignment through the Assignment Box in the Student Reception.</p> <p>In Years 11 and 12 draft and final responses for 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.</p>



3.4 Due Dates

School responsibility

Carmel 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, checkpoints and drafts will be published in the assessment schedule. All Year 7-10 students will be provided with their assessment schedule by the end of Week 3 each term. The Year 11-12 assessment schedule will be provided within 3 weeks of commencement of Units 1, 2, 3 and 4.

Student responsibility

Students are responsible for:

- recording due dates in their 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:

- inform the relevant Learning and Teaching Leader and classroom teacher as soon as possible
- complete the *Application for Special Provisions for Assessment* and provide relevant documentation e.g. parental letter (Years 7-10) or medical certificate (Years 11-12).
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- Missed exams for Year 7 -10 students may be completed in the next lesson at the classroom teacher's discretion.
- Students who are absent for presentations MUST complete an Application for Special Provision for Assessment and accompany this with the relevant paperwork on or before the due date.
- Any assessment tasks not submitted by the specified due date and designated time (with no approved *Application for Special Provision*) will be subject to the school's policy regarding management of assessment non-submission (refer to section 4.7).
- If a student is absent on the day an assignment task is due then they are still required to upload it to *TURNITIN* by the designated time and to email it to the teacher unless there are mitigating circumstances such as illness (which will require a parental letter (Years 7-10) or medical certificate (Years 11-12) by way of explanation and an *Application for Special Provision* should be completed).
- Technological breakdown (such as computer or printer malfunction, loss of USB memory device) will not be accepted as a valid reason for failure to submit assessment instruments on the due date. In these cases, students will be



required to submit their most recent hard copy. If this is not possible then the draft will be matched to syllabus standards where evidence is available.

- TAFE/Traineeship students are required to complete all school-based assessment and relevant QCAA requirements (please refer to section 7.3 for further information regarding VET courses)

4. Academic Integrity – Assessment

4.1 Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding must still allow for students to develop their own original response. Across the phases of learning, students will gradually be given more responsibility for ownership of the processes required to complete their tasks.

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.

Scaffolding may include:

- a timeline or checkpoints
- guidance for students to make predictions or reflect on their learning
- provision of prompts or cues for students about the requirements for their response.

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 checkpoints.

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

Learning and Teaching Leaders and parents/carers will be contacted by class teachers if checkpoints are not met.



4.3 Drafting

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.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response by the classroom teacher only.
- 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.

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 or indicate a result

Feedback on a draft may advise students to:

- consider other aspects of the text, report, performance, or activities 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 reference style selected by Carmel College (APA)

A copy of draft feedback will be stored either electronically or with a hard copy of the draft in the student's folio.

Classroom teachers will notify Learning and Teaching Leaders, parents, and caregivers via email about non-submission of drafts and the processes to be followed.



4.4 Managing Response Length

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

- All assessment instruments indicate the required length of the response. This may be described by details such as:
 - page number range and size
 - word length range – detailing inclusions and exclusions
 - time length range – presentations
 - or space provided within exams that indicates response length
- 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 either:

- mark only the work up to the required length, excluding evidence over the prescribed limit
- or*
- allow a student to redact their response to meet the required length before a judgment is made on the student work.

Senior assessment submitted for confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark if strategies to manage a student's response which has exceeded the word length have been applied.



4.5 Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA)

Applications for AARA (QCAA process/Year 11 and 12 only)

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. For Senior students, the College follows the processes as outlined in the *QCE and QCIA policy and procedures handbook*

The college Principal or Principal's Delegate manages 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 classroom teacher as soon as possible and submit the relevant supporting documentation on or before the due date. The application must then be approved by the relevant Learning and Teaching Leader and the Assistant Principal: Learning and Teaching. Copies of the medical report template, extension application and other supporting documentation are available from the school website.

4.6 Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Carmel College uses the authentication strategies promoted by the QCAA, including Turnitin plagiarism detection software. Authentication strategies for practical, performance and group tasks 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.



4.7 Managing Nonsubmission of Assessment by the Due Date

Teachers will collect progressive evidence of student responses to assessment instruments at prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

Assessment not submitted by the due date may not be graded. If this occurs, the teacher and the curriculum leader will consult to see if AARA or an Application for Special Provision for Assessment may be applied for. If there is no final submission available on or before the due date and AARA is not applicable, the following may occur:

- evidence from an earlier submission (checkpoint/draft) may be marked
- evidence in the student's class work may be matched against the task and criteria

If there is no evidence to be found, the following will occur:

Years 7-10:

Students will be allowed a maximum of one single lesson or a lunchbreak to provide a response. This will then be marked.

Years 11-12:

Units 1 and 2:

Students will not receive a result for that instrument. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility.

Units 3 and 4:

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the students learning account.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.



4.8 Internal Quality Assurance Processes

Carmel College'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 judgments about student achievement.

In Years 11 and 12 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 may be subject to advice from the QCAA.

Carmel College teachers participate in a range of moderation processes to ensure teachers are making consistent judgments about standards. Internal quality assurance processes for the moderation of assessment include:

- collaborative development of assessment items
- pre-marking calibration meetings
- post-marking moderation meetings
- class cross-marking
- blind marking
- sample marking

4.9 School Moderation Processes

Carmel College's school moderation processes occur at a range of junctures within the planning, teaching, assessing, and reporting cycle.

- **Before learning takes place:**

Calibration occurs to:

- develop shared understandings about curriculum and relevant achievement standards/ Senior syllabus objectives
- confirm interpretation of Achievement Standards/ Senior syllabus Objectives using guides to making judgement and annotated mentor texts
- ensure validity, accessibility and reliability of formative and summative assessment design

- **During the learning and teaching cycle:**

Collaboration occurs to:

- ensure consistent interpretation and understanding of Achievement Standards/ Senior syllabus Objectives are embedded within planning (cognitive skills) and reflected in explicit teaching
- administer formative monitoring tasks and checkpoints to gauge student progress
- enable reflection at various times throughout the teaching and learning process.



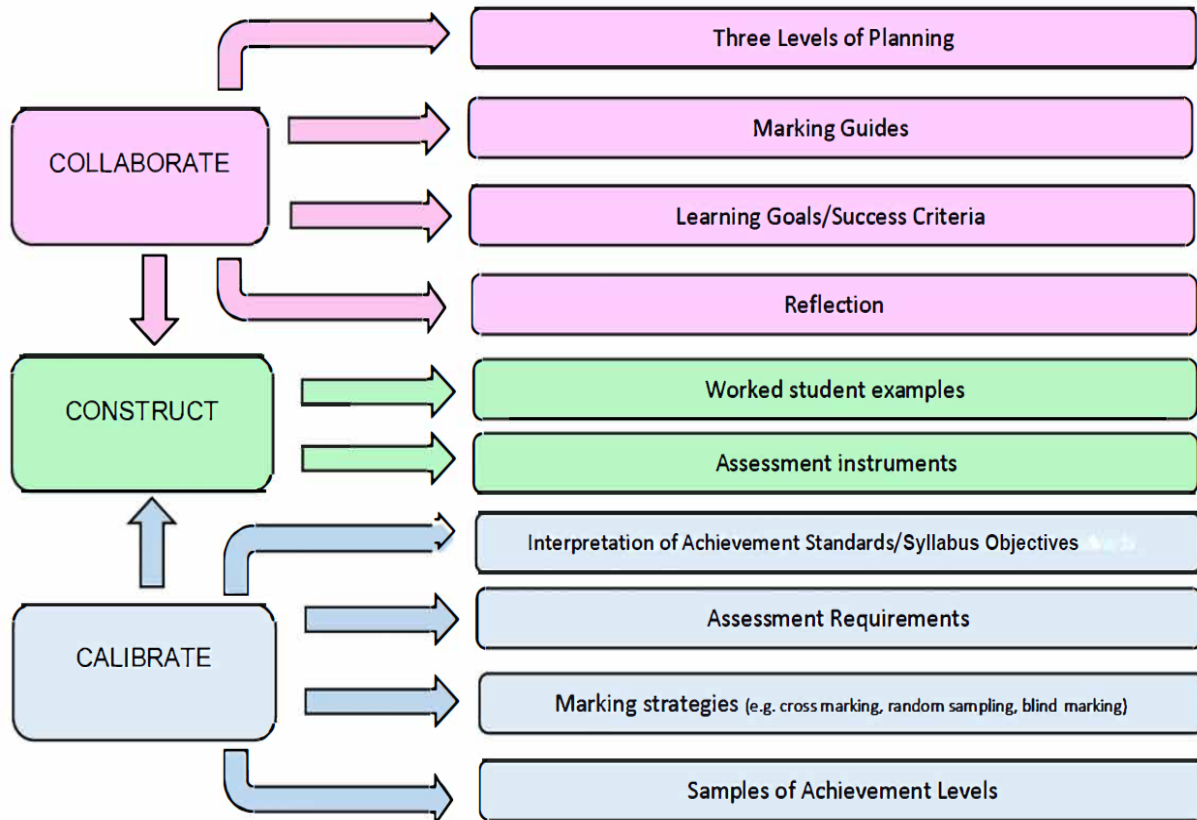
Moderation occurs to:

- enable comparable judgements about student evidence using marking guides that use the relevant Achievement Standards or Senior syllabus Objectives (use of Guide to making judgement and annotated mentor texts)
- use of cross-marking, blind-marking, random-sampling
- maintain a collection of student evidence in each subject
- determine overall standards of achievement in each subject

• **End of the reporting period**

Moderation occurs to:

- enable valid judgements of student performance for reporting overall levels of achievement
- enable the analysis and use of assessment and reporting data to inform decisions about how to provide the curriculum in a way that supports continuous improvement in student achievement
- enable future goal setting.





5. Academic Integrity – Academic Misconduct

Carmel 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. The following are some examples of academic misconduct along with the procedures for managing them:

Type of Academic Misconduct	
5.1 Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures, or sharing equipment with another student.
5.2 Collusion	<p>When:</p> <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.
5.3 Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
5.4 Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
5.5 Disclosing or Receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.



5.6 Fabricating	A student: <ul style="list-style-type: none">• invents or exaggerates data• lists incorrect or fictitious references.
5.7 Impersonation	A student: <ul style="list-style-type: none">• 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.• completes a response to an assessment in place of another student.
5.8 Misconduct during an examination	A student: <ul style="list-style-type: none">• distracts and/or disrupts others in an assessment room.
5.9 Plagiarism or lack of referencing	A student: <ul style="list-style-type: none">• completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, or ideas).
5.10 Self plagiarism	A student: <ul style="list-style-type: none">• duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
5.11 Significant contribution of help	A student: <ul style="list-style-type: none">• arranges for, or allows, a tutor, parent/carer, or any person in a supporting role to complete or contribute significantly to the response.



6. Procedures in the instance of 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 college 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 all instances of collusion**

The Learning and Teaching Leader will interview the students involved and advise about how results will be awarded (as per the previous point regarding academic misconduct). Parents of the students involved will be notified and appropriate behaviour support measures implemented (as per the College's behaviour management guidelines).

- **For instances of academic misconduct during examinations**

Students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.



7. School-Based Procedures

7.1 Examination Procedures

Examinations of varying types may be held in class time in all year levels. For students in Years 10, 11 and 12, exams may also be in exam blocks or require students to come out of their regular scheduled classes to attend. In such cases students are required to attend all applicable examinations during the exam block.

All formal examinations will be actively supervised by College Staff.

- Exam conditions and instructions will be available on the assessment instrument.
- All exams will have the conditions, expected behaviours and instructions for the exam read out at the beginning of the exam.
- Students must stay in an examination room for the entire allotted time unless otherwise specified.
- Students are not permitted to leave an examination room for any reason unless supervised.
- Toilet breaks during an examination are discouraged unless absolutely necessary. Where there is more than one supervisor in an examination room, supervisors may accompany a student to and from the toilet.
- Students must wear full and correct formal uniform to an examination unless their teacher directs them to wear sports uniform, protective or other clothing as required by the conditions of the examination.
- Students are not to seek clarification of exam questions from supervising teachers.
- Students are to know their teacher's code and class code as they may be required to assemble accordingly.
- If a student asks for help of any kind with an exam, supervisors are to tell them to re-read the directions and question and keep working. Supervisors are not to give any other advice or assistance and take no other action.
- If a student asks for equipment from supervising teachers, unless it is a writing implement that they can show ceased to work during the exam period, the supervising teacher will remind them that they are disrupting and to please continue work in a quiet manner.
- Students must leave all unnecessary equipment and belongings, such as bags, books, and communication devices in their lockers. Valuables should not be brought to school during an examination.



7.2 Examination equipment

- Students are responsible for bringing all necessary equipment to the examination. Equipment required will be detailed on the exam instructions. Equipment will not be provided if students do not have their own in the exam room. Exam equipment requirements will be communicated to students prior to the exam.
- All forms of personal electronic equipment, except for approved calculators, are prohibited from being in a student's possession during an examination. This includes the wearing of Smart Watches, Fit bits etc.
- No books or papers will be brought into the exam room unless students are otherwise instructed.
- Notes that are permitted according to the conditions of the exam will be checked by the exam supervisor. If the notes do not meet the established conditions, they will be confiscated.
- Students who intend to use graphics calculators in any examination in any subject must declare those calculators at the start of the examination and allow exam supervisors to reset the graphics calculator.

7.3 Procedures for assignments

Assignment work can take many forms whether written, oral, practical, or multimodal. The due date for assessment can be found on individual task sheets, as well as on the College's Portal.

For an extended piece of assessment, whether assignment, exam, or practical, each student will receive or be given access to a task sheet. This will detail:

- Task description
- Task conditions
- Instructions
- Authentication strategies
- Check points and drafting timeline
- Due date

A draft may not be possible in some subjects where the assessment is a performance or presentation. In such cases, instead of a draft the student will conference with the teacher to demonstrate the work completed; this conference will provide opportunity for teacher feedback in relation to the task criteria.



7.4 Procedures for practical, spoken or performance assessment items

Students who are ill, injured, or absent on the due date, must notify the College of this absence and request the information to be passed onto the relevant teacher for assessment purposes. Students who are ill, injured, or absent on the due date, must complete the Application for Special Provision (Years 7-10) or AARA forms (Years 11-12), especially if the injury or illness is pre-existing.

Order of Speakers or performers

- The order of speakers or performers will be determined by the teacher or in negotiation with students.

Students must be prepared to present/perform on the day the task is due and/or a subsequent date allocated to a specific student by the class teacher prior to the date due. (For example, if speeches are occurring across two lessons.) An inability to present on the due date will be treated as a nonsubmission unless an Application for Special Provision has been submitted (Years 7-10) or AARA is applicable (Years 11-12).

- All students must submit their script/presentation via Turnitin for their spoken task on or before the due date.
- If students are not prepared to present their spoken task when required to do so they may be required to verbally answer questions about the task and be graded according to their response.
- Teachers may take into consideration other written evidence gathered on or before the due date to make a judgment in cases where the student fails to present their response to the task.

Special Equipment

- Any equipment required for the performance/presentation must be organised well in advance. If teacher assistance is required in this regard, at least two school days' notice must be given. If such assistance is not able to be provided, the student is responsible for proceeding with the performance/presentation without these resources.

Presenting with an audience

- Performance and spoken tasks are presented in front of a common audience, i.e. the class, unless other conditions are specified by the task sheet.
- If a student whose disability, impairment, medical condition, or other circumstance may affect their ability to respond to the task using the conditions given, they need to apply for an Application for Special Provision (Years 7-10) or AARA (Year 11-12). The student must ensure that any such variation to conditions has been approved in advance and has consulted with their teacher around the varied conditions.



7.5 Procedures for VET courses

Certificate and Diploma Courses at School

Teachers of VET courses deliver the course work in accordance with the RTO's advice. All VET teachers communicate to students their responsibilities with regards to the following:

- How to submit assessment
- When to submit assessment, and
- Timelines to complete practical components – both internal and external

The Program Leader: Learning Pathways in conjunction with the relevant Learning and Teaching Leader will follow up students with regards to:

- Completion of modules / components
- Attendance at internal practical placements
- Attendance and behaviour at external practical placements

TAFE Certificates and Courses outside of school

Students attending TAFE have the same attendance expectations as if they were here at school. They must notify the TAFE and the College if they are late or absent on a TAFE day.

Students undertaking TAFE Certificates and courses outside of school must adhere to the policies, procedures, and expectations as outlined by TAFE Queensland or the relevant service provider.

Apprenticeships and Traineeships

Students attending Apprenticeships and Traineeships have the same attendance expectations as if they were here at school. They must notify the Employer or Supervisor and the College if they are late or absent on an Apprenticeship or Traineeship day.



7.6 Procedures for leave from school

- Students are expected to attend school from the first day of school to the last day of school each term.
- Parents seeking leave from school for their child for sporting, cultural or family commitments must complete the *Notification of Planned Absence* form for perusal by the College Principal.
- For students in Years 11 and 12, QCAA do not allow AARA, specifically, adjustments to assessment dates to accommodate events within the student or family's control.

Students who are absent for reasons other than those covered by AARA must abide by all due dates. Assessment other than examinations must be handed in prior to a known student absence.

- Students in Years 7-10 cannot undertake any examination prior to the due date for any reason. Students with approved leave must negotiate with the Assistant Principal: Learning and Teaching and the Curriculum Leader to complete the examination upon their return to the College.
- Students in Years 11 and 12 must provide evidence on or before the due date for all assessment unless they have a successful AARA application.
- Teachers are not required to prepare work for students who will be absent from school due to family vacations or similar.
- It is the responsibility of the student to ensure that he/she speaks with teachers regarding how best to complete work missed, prior to his/her departure, where possible.
- Years 11 and 12 students who miss assessment may not receive credit for the unit in the subject for which assessment was missed.



7.7

Procedures for students who demonstrate unsatisfactory learning and assessment

Subject teachers will advise parents by email or telephone if a student does not demonstrate evidence of satisfactory learning or assessment on any spoken, written, or practical task. This includes incomplete or non-submission of assessment. For VET subjects, teachers will contact parents if any student fails to meet competency in any given unit/module of work.

7.8 Reporting

- Assessment has a direct link to the school's reporting processes
- Forms of assessment may be connected to learning experiences beyond the classroom – excursions/camps
- For Years 7-10 the end-of-semester reports are based on each semester's work for a subject based upon an A-E scale
- For Years 11-12 reporting is based upon students' provisional results in Units 1 and 2, and Units 3 and 4 respectively based upon school judgments against an A-E scale
- Teachers will maintain student folios and profiles which provide a record of student results in each subject and are used to generate academic results for the reports
- Student-Parent-Teacher Conferences will provide further opportunities for discussion of learning

This document should be read in conjunction with the following:

- QCE and QCIA Policies and Procedures Handbook.
Available via: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- QCAA Senior Subject Syllabus documents.
Available via: <https://www.qcaa.qld.edu.au/senior/senior-subjects>
- ACARA: Learning Areas F-10 Curriculum.
Available via: <https://www.acara.edu.au/curriculum/foundation-year-10/learning-areas-subjects>
- QCAA Academic Integrity <https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity>
- TAFE Queensland Student Rules and Policies <https://tafeqld.edu.au/about-us/policy-andgovernance/policies-and-procedures/student-rules-and-policies/index.html>



8. Appendixes

Student Links:

Application for Special Provisions form. Available: [here](#)

AARA Medical Report form (Years 11 and 12). Available: [here](#)

Notification of Planned Student Absence form. Available: [here](#)

Staff Links:

Examination Cover Sheet (Including Script). Available: [here](#)