



# St Joseph's College

COOMERA

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*Courage to Love, Learn and Serve*

## ST JOSEPH'S COLLEGE ASSESSMENT & HOMEWORK POLICY

## PREAMBLE

St Joseph's College is in the tradition of the Sisters of St Joseph of the Sacred Heart. We are called to develop in each member of our community a contemporary understanding and application of the charism of St Mary of the Cross Mackillop through the mission, vision and values of our College in demonstrating courage to; love, learn and serve.

In responding to this call the College is a Christ-centred community established to educate, in partnership with parents and carers, children and young people of faith, integrity, individuality and compassion, confident of their own worth as people and wholly involved in the transformation of society for the good of all. Our aspirations for all young people upon completing their education at St Joseph's College is contained within our [St Joseph's Graduate statement](#).

## RATIONALE

St Joseph's College is committed to an educational philosophy that encourages all students to achieve personal excellence, by developing self-evaluation, self-efficacy and self-responsibility for in-depth and life-long learning. Co-operation, collaboration and self-discipline are integral to this primary goal.

An assessment, homework and reporting policy must provide a framework which ensures justice and equity for all students. Assessment and reporting incorporate all measures used by the College to determine student performance. The policy and procedures employed by the College are in accordance with the policies and requirements set down by the relevant peak educational legislative body, Queensland Curriculum & Assessment Authority (QCAA).

At all times, decisions related to assessment matters will ensure compliance with the principles of assessment of St Joseph's College and the Queensland Curriculum & Assessment Authority (QCAA). Such decisions will be based on the professional discretion of the classroom teacher and the relevant Curriculum Leader, with approval from the relevant Assistant Principal. St Joseph's College is committed to assessment and reporting practices and procedures that promote educational excellence and lead to justice for all.

## PURPOSE

To provide staff, students and parents with relevant information on matters pertaining to assessment and homework.

- To ensure that assessment procedures are clear and equitable for all students.
- To ensure that reporting processes are consistent and communicate student learning as part of a cooperative relationship between the school and students, parents/carers.
- To ensure adherence to all policies and procedures of the Queensland Curriculum & Assessment Authority
- To ensure that homework expectations and/or procedures are clear and accessible for all students.
- To ensure that homework and student learning is part of a cooperative relationship between the school and students, parents/carers.

## POLICY SCOPE

St Joseph's College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work from the Early Years towards the demands of the Senior Years of schooling and is based on the tenants of the St Joseph's Graduate Statement. The policy provides information for teachers, students and parents/carers about the roles, responsibilities, processes, and procedures that ensure the integrity of homework and assessment across the College.

At St Joseph's College, we acknowledge the importance of family time in an increasingly complex and busy world. Our homework and assessment policy aims to support equitable practices whilst recognising the diversity of families in our school community.

## INTRODUCTION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching at St Joseph's College, across all our four phases of learning. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment. (Masters, 2014 cited in QCAA 2018). Assessment may be either formative, summative or diagnostic.

Formative assessment may contribute towards school reporting. Summative assessment, in Year 11 and 12 contributes towards the Queensland Certificate of Education, and a student's ATAR.

Homework provides an opportunity for families to share in their child's spiritual, physical, emotional, social and academic development. It assists in strengthening partnerships between parents/caregivers and the school and is designed to support each child in developing the attributes of a lifelong learner. In doing so Homework also aims to help students develop a greater understanding of the learning that is occurring in the classroom and therefore enhance success with assessment tasks and procedures.

## PRINCIPLES OF ASSESSMENT

St Joseph's College 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 may, where applicable, include evidence of progress, such as draft submissions in the event of a non-submission of work by the due date.

### **Assessment is designed to be:**

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using 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 processes used, the information obtained, and the decisions made.
- Informative of where students are in their learning.

### **High-quality assessment is characterised by three attributes:**

- Validity, through alignment between 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.

### EFFECTIVE ASSESSMENT

As outlined by the Australian Curriculum, Assessment of student learning takes place at different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as a part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as a part of the National Assessment Program (NAP).

### REPORTING

As identified by the Australian Curriculum, “teachers also use the achievement standards at the end of a period of teaching, to make on-balance judgements about the quality of learning demonstrated by students – that is, whether the students have achieved below, at or above the standard. To make judgements, teachers draw on assessment data they have collected as evidence during the course of the teaching period.”

At St Joseph’s reporting on children’s levels of achievement occur twice a year, once at the end of Semester 1 and again at the end of Semester 2. Year 11 and 12 students will be reported on at the conclusion of each unit. There are also two formalised opportunities throughout the year to meet with your child’s teacher to discuss their progress and learning moving forward. Times relating to these meetings will be communicated throughout the year. Parents are also able to communicate with their child’s teacher at any point to organise a meeting to discuss their child’s progress.

### EFFECTIVE HOMEWORK

At St Joseph’s we emphasise balance between family life and consolidating learning. We emphasise the importance of helping students establish a positive routine of regular and independent study while recognising that homework is one part of a child’s lifestyle and balancing this with activities with family and friends and development of interests in other areas is of high importance. To be effective, homework should be:

- Appropriate to the needs and abilities of the student.
- Well explained and understood by students.
- Relevant to and consolidates the ongoing work of the class. OR Relevant to the students interests or experiences in the classroom.
- Manageable within a reasonable amount of time.
- Engaging
- Provide an element of challenge, yet is achievable.

Good homework:

- Avoids rote learning.
- Is described as ‘research’ or ‘investigation’ rather than homework.

- Requires students to conduct independent research and think independently.
- Fosters creativity.
- Covers interesting topics relevant to the curriculum.
- Can generate rich class discussion.
- Can involve 'pre-work' for complex topics to be covered in class.
- Can involve collaboration with parents.

[Does homework still make sense? | Good Schools Guide](#)

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### Assessment

At St Joseph's assessment in the Primary is an essential component of the teaching and learning cycle. As such we align our processes with the Queensland Curriculum and Assessment Authority (QCAA) where the assessment program aims to improve teaching, help students achieve the highest standards they can within their own capabilities and provide meaningful reports to parents/carers on students' achievements.

St Joseph's does this through; Assessment for, assessment as and assessment of learning as approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally. These assessments occur as part of the day to day teaching in the classroom and where reporting data is primarily collected.

St Joseph's also collects student learning information through formalised standardised assessments like NAPLAN, PAT-Reading, PAT-Maths, Early Years Assessments (e.g. SLK, CAP, Reading Benchmarks, FLMT) and others. These assessments are primarily used as assessment of and for learning. Please note the assessment schedule listed below may be subject to change.

### Homework

The purpose of homework is to provide an opportunity for families to share in their child's spiritual, physical, emotional, social and academic development. It assists in strengthening partnerships between parents/caregivers and the school and is designed to support each child in developing the attributes of a lifelong learner.

#### ROLE OF PARENT/CAREGIVER

At St Joseph's we work in partnership with parents and caregivers, which includes working to support children to develop the necessary study skills to move towards independent learning. In partnership we ask parents and caregivers to:

- Regularly read with your child.
- Try and provide a reasonable place where students can sit and read.
- Make it clear to students that they value homework and support the College in explaining how it can help them to progress.
- Encourage students and praise them when homework is completed.

#### HOMEWORK GUIDELINES

Considering what homework should entail, below are our guidelines when developing homework across the Early and Junior Years. These guidelines are formed around expectations that should be manageable by you and your child considering other possible commitments.

EXPECTED	RECOMMENDED		
Reading Experience (Daily)	Oral Language (Daily)	Research Experience (Weekly)	Challenge Experience (Weekly)

### TIME ALLOCATION

Below are the minimum homework requirements in the Early and Junior Years at St Joseph's College.

YEAR LEVEL	RECOMMENDED	SUGGESTED		
	Reading Experience (Daily)	Oral Language (Daily)	Research Experience (Weekly)	Challenge Experience (Weekly)
<b>Prep</b>	10 minutes	5 minutes	5 minutes	5 minutes
<b>1 - 3</b>	15 minutes	5 minutes	10 minutes	10 minutes
<b>4 - 5</b>	20 minutes	10 minutes	20 minutes	20 minutes
<b>6</b>	20 minutes	10 minutes	30 minutes	30 minutes

### PROMOTING ACADEMIC INTEGRITY

MIDDLE YEARS: St Joseph's College places a significant emphasis on the review of draft submission for assignments to ensure that potential breaches of integrity are identified early, and additional guidance is provided to students at risk of submitting a final assignment that contravenes the expected integrity standards. To ensure the integrity of examinations, students unable to sit an examination on the scheduled date are not permitted to sit that assessment instrument prior to their cohort without prior approval from the Curriculum Leader. Student responses are scanned and stored electronically in the Teacher Only folder in the Class Team.

SENIOR YEARS: Each Year 10 student is required to complete the QCAA Academic Integrity Course for Students during their induction to Senior Study, throughout Term 4 Formation. This course establishes a clear awareness for all students of the following;

- What is academic integrity and why is it important?
- What is academic misconduct?
- Effective academic practices.
- How do I use drafting practices to improve my work?

Students who are new to the College in Year 11 or 12 will complete the QCAA Academic Integrity Course during their weekly Mentoring sessions.

In addition, each assessment instrument administered throughout Senior Coursework is supported by information for students on the guidelines for the assessment as they pertain to maintaining the integrity of the individual student submission.

The College places a significant emphasis on review of draft submissions for assignments to ensure that potential breaches of integrity are identified early, and additional guidance is provided to students at risk of submitting a final assignment that contravenes the expected integrity standards. All examinations are securely stored prior to the timetabled delivery of the assessment instrument and student responses are stored in electronic (scanned) form in line with QCAA expectations.

ASSESSMENT PROCEDURES	MIDDLE YEARS (7 – 9)	SENIOR YEARS (10 - 12)
<i>Accessing Assessment Information</i>	<ul style="list-style-type: none"> <li>The St Joseph College Assessment Calendars list all known assessment dates for assignments, examinations, and practical assessment for each subject for the upcoming school Term (7-10) or Unit (11-12).</li> <li>The schedules are published to students and parents via e-mail, Year Level Teams, and on the Parent Portal by the relevant Assistant Principal before the end of Week 3 of each Term/Unit. The College expects that students and parents are pro-actively aware of upcoming assessment due dates via access to these calendars.</li> <li>Parents seeking to obtain additional information about specific assessment dates/conditions should contact the relevant teacher directly via e-mail.</li> </ul>	
<i>Expected storage of Electronic Assessment</i>	<ul style="list-style-type: none"> <li>All St Joseph’s College students have access to their own personal Microsoft 365 Account. This account provides each student with up to 1TB of secure, online ‘cloud’ storage using the Microsoft OneDrive service. All students are required to create and store all electronic forms of assessment documents in their personal OneDrive storage facility, including drafts. This behaviour maximises document access and retrieval without any specific device dependency.</li> <li>Students are provided with class instruction for the set-up of a subject folder in OneDrive and/or a Teams Assignment, therefore loss of electronic forms of assessment due to loss, damage, or theft of a student’s personal technology device or the file itself is not an acceptable reason for non-submission of assessable work or requests for extension.</li> </ul>	
<i>Expected mode of submission of written assessment</i>	<ul style="list-style-type: none"> <li>The College utilises the Microsoft Teams ‘Assignments’ tool for all text-based assessment submissions unless otherwise specified in the task document. Students are expected to follow the assignment upload procedures demonstrated to them in class to electronically turn in their draft and final submissions. Where possible and appropriate, as directed by the teacher, use of academic integrity software ‘Turn It In’ is to be utilised.</li> </ul>	
<i>Parent Support</i>	<ul style="list-style-type: none"> <li>All individual class assignment task documents, resource materials, draft submission details, and date of final submission can be accessed via the Microsoft Teams site for each class group. Parents are strongly encouraged to ask their child to see their Teams Assignments regularly throughout each term.</li> </ul>	
EXAMINATIONS	MIDDLE YEARS (7 – 9)	SENIOR YEARS (10 - 12)
<i>Procedures</i>	<ul style="list-style-type: none"> <li>It is the responsibility of the student to ensure that they have all required materials for their examination.</li> <li>Unauthorised equipment must be left outside the room.</li> <li>Examinations will be held in usual class time.</li> <li>Copies of completed summative tests will not be provided to students or parents/caregivers. These are only accessed on campus in consultation with Classroom</li> </ul>	<ul style="list-style-type: none"> <li>It is the responsibility of the student to ensure that they have all required materials for their examination in a transparent container. This should include a filled clear water bottle. No additional food or drink is allowed into an examination venue.</li> <li>Unauthorised equipment must be left outside the room.</li> <li>Copies of completed summative tests will not be provided to students and parents/caregivers. These are</li> </ul>



	Teacher/Curriculum Leader such as at the scheduled Learner Review Meetings, or via appointment.	only accessed on campus in consultation with Classroom Teacher/Curriculum Leader such as at the scheduled Learner Review Meetings, or via appointment.
<i>Exam Block expectations</i>		<ul style="list-style-type: none"> <li>• Students must sign-in at Student Reception on arrival to the College.</li> <li>• After an exam in exam block, students may sign out at Student Reception or remain on campus in the identified Study Room. <ul style="list-style-type: none"> <li>• Students in Year 10 require a parent or caregiver to sign them out.</li> <li>• Students in Year 11 and 12 may sign themselves out with daily written parent consent (incl via parent portal)</li> </ul> </li> <li>• During scheduled exam blocks, students must present in full sports uniform on the day of any academic examination (excluding scheduled assessment such as competency catch-up that may require alternate attire).</li> <li>• Students must attend the examination venue a minimum of 10 minutes prior to the scheduled commencement of the examination.</li> <li>• Student must not leave the college between exams.</li> </ul>
<b>ASSIGNMENTS</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>
<i>Draft / Evidence of progress</i>	<ul style="list-style-type: none"> <li>• It is a requirement of all assignment tasks that evidence of progress is maintained and formally reviewed prior to the final submission date. The College emphasises the critical importance of assignment drafts being submitted in a form that fully meets the specified requirements of the task document.</li> <li>• Assignment draft due dates are provided by individual class teachers and are represented on task documents and/or information provided to students via the Assessment Calendar for each unit.</li> </ul>	
<i>Feedback to students</i>	<p>Teachers may present feedback on draft submissions in a variety of ways (oral/written/audio recording etc) to an individual or to the whole class, and/or through questioning. Teacher feedback on a draft may include advice to:</p> <ul style="list-style-type: none"> <li>• Consider other aspects of the text, report, performance or activity they are creating or responding to</li> <li>• Develop their response to show more awareness of the audience.</li> <li>• Give priority to the most important points by rearranging the sequence and structure of ideas.</li> <li>• Conduct further investigation to support an argument or communicate meaning.</li> </ul>	

	<ul style="list-style-type: none"> <li>Adhere more closely to the referencing style required in the task document specifications.</li> </ul> <p>When giving feedback on a draft, a teacher:</p> <ul style="list-style-type: none"> <li>May provide feedback on a maximum of one draft of each student's response.</li> <li>For a written response, may indicate key errors in spelling, grammar, punctuation, and calculations, and remind the student that the draft requires more editing, but should not edit or correct all errors in the draft.</li> <li>For a spoken response, may indicate ways to improve spoken/signed and nonverbal features in a student's presentation.</li> <li>Should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements.</li> <li>May not introduce new ideas, language, or research to improve the quality of the student response, because feedback on a draft must not compromise the authenticity of student work.</li> <li>Should not allocate or indicate a result for the draft as providing feedback is a consultative process, not a marking process.</li> <li>Will ensure timely return of the draft submission to facilitate a final submission turnaround by the student of no less than one full week (7 days, inclusive of weekend)</li> </ul>	
<i>Managing response length</i>	<ul style="list-style-type: none"> <li>The teacher will engage with the entire submission and provide a result in accordance with the stipulated standard elaborations.</li> <li>A student will not be penalised for exceeding the word/duration length or not reaching it, however, it is likely that not meeting this requirement the piece likely does not meet a high standard as a result of a lack of demonstration of knowledge or skill.</li> </ul>	<p>As per the QCAA assessment guidelines:</p> <ul style="list-style-type: none"> <li>Where a student submits an assessment on the due date that exceeds the word length, duration of time, or page count as required by the syllabus, the teacher will mark only the work that meets the required length, as per the syllabus, excluding evidence outside the required length.</li> </ul>
<i>Submission of Final</i>	Final submission to be submitted at the beginning of the assigned lesson.	Final submission to be submitted by 8:30am the morning of the due date.
<i>Orals and Practical Assessment</i>	<ul style="list-style-type: none"> <li>Supporting evidence (written or otherwise) such as scripts, recipes, digital or audio files, must be submitted in line with the requirements outlined above for 'submission of final.'</li> <li>All students must be prepared to present their oral or practical assessment on the due date of the task, or any subsequent day as required by the classroom teacher.</li> </ul>	
<b>EXTENSION</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>
<i>Invalid Requests</i>	<p>Extensions are for unforeseen circumstances or events that occur close to the due date. They are not available for known events or the below listed scenarios.</p> <ul style="list-style-type: none"> <li>Technological breakdown (device or file)</li> <li>Family holiday</li> <li>Suspension from school</li> </ul>	

	<ul style="list-style-type: none"> <li>• Attendance at TAFE or SATs.</li> <li>• Sporting events</li> <li>• Religious or cultural activities or events</li> </ul>	
<i>Due date extensions</i>	<ul style="list-style-type: none"> <li>• Extensions up to three (3) days may be granted by the classroom teacher where appropriate justification has been provided.</li> <li>• The extension request must be made by the parent/carer, via email, directly to the classroom teacher, before the due date. Evidence of the student's progress must be attached to the email.</li> <li>• A student may apply for an extension of time conditions for an assignment where there has been illness, or personal or family issues affecting the student's progress.</li> <li>• For requests greater than three (3) days, an extension must be applied for using the form in <b>The Appendix</b> and submitted to the Classroom Teacher and Curriculum Leader for approval.</li> <li>• The extension, if granted, will mirror the impact. Eg. Unwell for 3 days, 3-day extension.</li> <li>• The student is required to submit by 8:30am on the extended due date.</li> </ul>	<ul style="list-style-type: none"> <li>• For consideration of a requested extension to a draft submission due date, OR final submission due date, students must complete the form in <b>The Appendix</b>. This form requires approval from both Classroom Teacher and Curriculum Leader.</li> <li>• Extensions requests will be tracked by the AP-Senior Years.</li> <li>• The extension request must be made by the parent/carer, via email, directly to the classroom teacher, before the due date. Evidence of the student's progress must be attached to the email.</li> <li>• Access arrangements and reasonable adjustments for assignment final date extension requests are only considered if these requests are supported by a medical certificate or supported evidence for absence on the due date.</li> <li>• Supported evidence is defined as 'written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.</li> <li>• Extension durations are limited to the duration of the medical condition, or valid non-medical circumstances.</li> <li>• The granting of any extension of draft due date will also justify extension to the final due date.</li> </ul>
<i>Prolonged illness extensions</i>	If a student has a prolonged illness that affects several assessment items, the parent/caregiver must contact the relevant Assistant Principal (Middle or Senior Years) with supporting medical documentation, and appropriate extensions will be arranged and communicated for each necessary subject.	
<b>NON-SUBMISSION</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>

<p><i>Failure to submit a required assignment draft or evidence of progress, on or before the due date, without prior approved extension.</i></p>	<ul style="list-style-type: none"> <li>• Record: Major academic disengagement in Engage.</li> <li>• Email notification to parents/caregivers by the classroom teacher and requirement to attend lunch-time catch-up session facilitated by classroom teacher to produce demonstration of draft progress.</li> <li>• Conduct assessment catch up session.</li> <li>• If failure to attend catch up session, student will be referred to Curriculum Middle Leader to issue a formal consequence of an afternoon RRAP session.</li> <li>• Evidence of draft must be collected at either catch up session or afternoon RRAP.</li> <li>• Individual feedback will only be provided on evidence collected in catch up sessions.</li> <li>• Submitted evidence will be assessable in the event the student does not submit their final version on the due date.</li> <li>• Refusal of submission of evidence of progress will be referred to the Assistant Principal Middle Years.</li> <li>• There is a clear expectation that evidence of progress is non-negotiable.</li> </ul>	<p>Failure of a student to submit a required assignment draft on or before the due date will result in the following;</p> <ul style="list-style-type: none"> <li>• Parents will be notified by the classroom teacher and the student will be required to attend up to 2 consecutive lunchtime catch-up sessions to produce satisfactory evidence of progress on the assignment task. Individual feedback will not be provided in this instance; however, this piece of work will be used if a final is not submitted.</li> <li>• If, after 2 consecutive lunchtime Catch-up attendances, there is still unsatisfactory evidence of progress, the follow-on consequence will be determined by the Curriculum Leader as one or more of the following. <ul style="list-style-type: none"> <li>• Attendance at a scheduled after-school RRAP session.</li> <li>• Loss of access to privileges such as weekly sport, or other representative opportunities, and this time directed to on-campus completion of draft expectations.</li> <li>• Loss of off-campus privilege during exam block and re-direction of time to on-campus completion of draft expectations.</li> <li>• If, after the above consequences have been put in place, the student has still failed to comply with draft submission expectations then a non-submission of the draft will be recorded by the teacher. The teacher is not required to provide any subsequent progress feedback to the student.</li> </ul> </li> </ul>
<p><i>Final copy of assignment. Deemed to be a non-submission unless: extension, illness, AARA</i></p>	<ul style="list-style-type: none"> <li>• Failure to submit a required assignment in its final form, at the beginning of the designated lesson, without an approved extension, will result in the assessment of the existing draft/evidence of progress, and a grade awarded from this assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• As per the QCAA assessment guidelines: 'In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using the evidence available on or before the due date.' For example: the submission of a draft, or access of version control to the date most recently before the submission date.</li> </ul>

	<ul style="list-style-type: none"> <li>In the event a draft and final are not submitted, and there is no assessable evidence of progress, the incident will be referred to the AP Middle Years for discernment.</li> </ul>	<ul style="list-style-type: none"> <li>In the event neither a draft or final are submitted, and evidence of progress is not available, a 'Not Rated' will apply for that item and the student will be ineligible for a QCE point for that unit of study.</li> </ul>
<i>Consequences of non-completion of VET competencies</i>	<p>Failure of a student to demonstrate module completion on or before the timelines set by the Head of Careers and VET course administrator will result in one or more of the following consequences being applied.</p> <ul style="list-style-type: none"> <li>Attendance at a scheduled after-school RRAP session on Thursday afternoons from 3:00pm to 4:00pm.</li> <li>Loss of representative privileges and opportunities, and this time directed to on-campus completion of VET competencies.</li> <li>Loss of off-campus privilege during exam block and re-direction of time to on-campus completion of module progress expectations</li> <li>Loss of off-campus privileges during interschool sport and re-direction of time to on-campus completion of module progress expectations.</li> <li>Pausing of the SAT or Cert for a four-week period, pending review of improved commitment to St Joseph's values.</li> </ul>	
<i>Incomplete VET competencies</i>	<ul style="list-style-type: none"> <li>The nature of ACCESS assessment is that it is 'ongoing', Students are expected to maintain an up-to-date portfolio as per course requirements.</li> <li>If students are not progressing as expected, they are required to attend scheduled sessions within exam block to 'catch-up' on their competencies. The expectation is that the student attends every VET Competency Catch-up session during exam block until their completion is as expected.</li> </ul>	
<b>ACADEMIC INTEGRITY</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>
<i>Plagiarism/Collusion/Re-submission of past work</i>	<ul style="list-style-type: none"> <li>When identified during the draft submission phase the teacher will discuss with the student, enter into Engage as Major Academic Disengagement, require the student attend an Assessment Catch up session to rework the draft. Classroom teacher to inform parent/caregiver.</li> <li>When identified in final submission, only the portion/s of the submission deemed to be the student's own work will be assessed and a grade awarded based on that assessment. entered into Engage as Major Academic</li> </ul>	<ul style="list-style-type: none"> <li>All students are required to provide a signature and date acknowledgment of the authenticity of their work as part of the assignment task document. This notice of authorship may be electronic, if the task is to be submitted in digital or non-printed form. In addition, all senior assessment submissions will be reviewed for plagiarism via electronic review (e.g. Turn It In) and/or teacher review and comparison of student work.</li> <li>In most circumstances, evidence of plagiarism and/or work not attributable to the student will be identified</li> </ul>

	<p>Disengagement, require the student attend an afternoon RRAP.</p> <ul style="list-style-type: none"> <li>• Where a student has provided a response for the purpose of being copied by another student, the circumstance must be reported to the Curriculum Leader for determination of the most appropriate follow-up management.</li> <li>• Where a student has submitted a response to an assessment instrument using a submission of their own work that has already been reviewed and/or assessed from any previous study, only the portion/s of the submission deemed to be the student’s new work will be assessed and a grade awarded based on that assessment.</li> <li>• Students must not submit work generated by AI as their own work.</li> </ul>	<p>during the draft submission phase. In such cases the teacher will discuss the areas of concern with the student and may require student attendance at Catch-up sessions to demonstrate a satisfactory re-write/re-work of their draft (see previous section ‘Failure to submit a draft’).</p> <ul style="list-style-type: none"> <li>• Students must not submit work generated by AI as their own work.</li> </ul> <p><b>Student collusion</b> is identified when more than one student works to produce a response when that assessment item demands an individual response; or when a student assists another student by giving a response to an assessment for the purpose of copying that response.</p> <ul style="list-style-type: none"> <li>• Where evidence of plagiarism, collusion, or work that is not authentically owned by the student is identified in the final assessment submission only the portion/s of the submission deemed to be the student’s own work will be assessed and a grade awarded accordingly.</li> <li>• Where a student has provided a response for the purpose of being copied by another student, the penalty for the student providing the response may result in their assessment being ‘<b>Not Rated (NR)</b>’, pending a review of the circumstances of the breach.</li> </ul>
<p><i>Cheating during an exam</i></p>	<p>The teacher will note the point of student progress on the examination paper where the cheating behaviour was observed. The examination paper will be reviewed by the Curriculum Leader and an assessment will be made as to the viable grade/result in consultation with the teacher of the student.</p> <p>The teacher of the student must notify the parents of the behaviour and the impact on grading, and inform the parent of the formal consequence – afternoon RRAP.</p>	<p>Students may be identified as cheating during an examination through the following behaviours;</p> <ul style="list-style-type: none"> <li>• Possession of notes and/or reference materials in any form (physical and digital).</li> <li>• Collusion/communication with another student during the examination.</li> <li>• Accessing a non-permitted electronic device during the examination.</li> </ul> <p><b>Consequences</b></p>

		<ul style="list-style-type: none"> <li>The examination supervisor will address the student and note the point of student progress on the examination paper where the cheating behaviour was observed. After completion of the examination, the paper will be reviewed by the CL and an assessment will be made as to the viable grade/result.</li> <li>Parents will be notified of the behaviour and any subsequent effect on the assessable item, and the formal sanction will be communicated after discernment by the Curriculum Leader and Assistant Principal – Senior Years.</li> </ul>
<b>ILLNESS   ABSENTEEISM</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>
<i>Procedures to follow due to illness</i>	<ul style="list-style-type: none"> <li>Short term illness – parent to contact Classroom Teacher on due date to arrange suitable extensions.</li> <li>Long term illness – parent to contact Pastoral Leader to facilitate applying for multiple extensions.</li> <li>If communication does not occur and extensions are not sought, consequences for non-submission will be followed.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Carer must contact the Classroom Teacher on the day and seek medical documentation or other supported evidence.</li> <li>Extensions are sought following the appropriate process and using the form in the Appendix.</li> <li>If illness is ongoing or affects several assessment items, the Pastoral Leader and Assistant Principal – Senior Years need to be informed.</li> </ul>
<i>Scenarios and requirements</i>	<ul style="list-style-type: none"> <li>Missing an examination due to family holidays will result in the student receiving ‘Not Rated’ for that assessment item. In Years 11 and 12, the student will be ineligible for the QCE point for that Unit of work. If this occurs during Unit 3 or 4, it will result in loss of two QCE points per subject.</li> <li>The student may submit an assignment at any time before the due date. No adjustment will be made for assignment submission due dates to accommodate this form of absence. If the student fails to submit an assignment on or before the due date, then they will receive ‘Not Rated’ for that assessment instrument (and not receiving a QCE point for Year 11 and 12 students) if there is insufficient evidence of progress in the task (e.g. draft submission) that can be assessed.</li> </ul>	
<i>Notification of Absence from an Examination or on Assessment Submission Due Date</i>	<i>Parents must contact the subject teacher as early as possible when there is a known circumstance of absence on the day of a scheduled examination or on an assessment submission due date.</i>	Parents must contact the College as early as possible when there is a known circumstance of absence on the day of a scheduled examination or on an assessment submission due date.

		date AND e-mail notification to the teacher for whom the assessment instrument is required to be submitted.
<i>Group Assessment</i>	In the event of verified and supported absence of a student on the scheduled due date of a group performance/presentation, that student will be required to produce their performance/presentation at a date allocated by the teacher, and without the presence of those students in their group who have already completed the task requirements.	In the event of verified and supported absence of a student on the scheduled due date of a group performance/presentation, that student will be required to produce their performance/presentation at a date allocated by the teacher, and without the presence of those students in their group who have already completed the task requirements.
<i>Failure to provide supported evidence for absence</i>		<ul style="list-style-type: none"> <li>• In the event of a draft submission not being available to provide an assessable grade, failure to provide supporting evidence that meets the requirements, will result in the student receiving 'Not Rated' for that assessment instrument and therefore will be ineligible for a QCE point for that unit of study.</li> <li>• <b>Supported evidence is defined as</b> 'written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.</li> </ul>
<i>Examinations</i>	<ul style="list-style-type: none"> <li>• In the event of a planned absence on an examination date (such as attendance at a funeral etc), the student is not permitted to sit the exam prior to the cohort. The student must sit the exam after the cohort, and at a time that is as soon as practical following their return to school, that does not interrupt new learning. Eg. Formation, Assembly, Sport, before or after school.</li> <li>• In the event of an unplanned absence on an examination day (sickness or misadventure), the teacher should arrange for the subsequent sitting of that examination at a reasonable time post return to school of that student.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who provide a medical report or supported evidence for absence on the due date of an examination will be required to sit their examination at a future date set by the Curriculum Leader of that subject area, in consideration of their period of absence and individual student situation. The student must sit the exam at a time that is as soon as practical following their return to school, that does not interrupt new learning. Eg. Formation, Assembly, Sport, before or after school.</li> <li>• An examination paper set for students sitting an examination after their cohort will be varied to ensure academic integrity of the assessment instrument. Variation may be in the form of one or more of the</li> </ul>



		following: The stimulus material, text within items, numerical values within items, parameters within short response items.
<b>AARA</b>	<b>MIDDLE YEARS (7 – 9)</b>	<b>SENIOR YEARS (10 - 12)</b>
<i>Access Arrangements and Reasonable Adjustments</i>		
<i>Access arrangements</i>	<p>Students with identified requirements under ‘Special Provisions’, as defined by the guidelines for eligibility set by The Nationally Consistent Collection of Data on School Students with Disability (NCCD), are catered for within assessment task design, delivery and final submission modification.</p> <p>Please be aware that a student may not be eligible for assessment adjustments without a formal, professional diagnosis and an established Student Support Plan. If you wish to discuss special provisions and formalised adjustments for your child, then please e-mail the College to request a meeting with our Learning Support Team.</p>	<p>The provision of AARA for assessment in Year 7 – 10 and Unit 1 and 2 (Year 11 Term 1-3) by St Joseph’s College is not a guarantee that students will access the same adjustments for assessment in Units 3 and 4.</p> <p>Questions regarding AARA and access arrangement are to be directed to the Curriculum Leader for Inclusive Education.</p>
<i>AARA Request Ineligibility</i>	<p>Parents and students must be aware that the following are not grounds for being eligible for AARA:</p> <ul style="list-style-type: none"> <li>• Unfamiliarity with the English language</li> <li>• Teacher absence or other teacher-related difficulties</li> <li>• Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations, failing to source a task document, misreading an assessment due date)</li> <li>• Matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays).</li> </ul>	
<i>Examination Adjustments</i>		<p>Access arrangements and reasonable adjustments will not accommodate sitting of an examination prior to the student cohort, or the same examination at a later time.</p> <p>Any exam being sat later than the cohort must be a comparable exam.</p>

## EXTENSION APPLICATION FORM | MIDDLE YEARS

STUDENT NAME			
YEAR LEVEL		HOUSE	

SUBJECT		TEACHER	
TASK		CURRICULUM LEADER	
ORIGINAL DUE DATE		REQUESTED DUE DATE	

PROVIDE DETAILS:		
	NAME AND SIGNATURE	DATE
STUDENT		
PARENT		

CLASSROOM TEACHER APPROVAL	YES   NO	
CONDITIONS/ADJUSTMENTS:		
CLASSROOM TEACHER NAME	SIGNATURE	DATE

CURRICULUM LEADER APPROVAL	YES   NO	
CURRICULUM LEADER NAME	SIGNATURE	DATE

## EXTENSION APPLICATION FORM | SENIOR YEARS

STUDENT NAME			
YEAR LEVEL		HOUSE	

SUBJECT		TASK	
ORIGINAL DUE DATE		TEACHER	
REQUESTED DUE DATE		CURRICULUM LEADER	

PROVIDE DETAILS:		
Medical certificate/AARA medical report attached?	YES	NO
If yes... DATE OF ISSUE:		
Dates the Doctor has certified the student is unable to participate in schooling	DATE FROM:	
	DATE TO:	
If no... IS ALTERNATIVE DOCUMENTATION ATTACHED?	YES	NO

	NAME AND SIGNATURE	DATE
STUDENT		
PARENT		

CLASSROOM TEACHER APPROVAL	YES   NO	
CONDITIONS/ADJUSTMENTS:		
CLASSROOM TEACHER NAME	SIGNATURE	DATE

CURRICULUM LEADER APPROVAL	YES   NO	
CURRICULUM LEADER NAME	SIGNATURE	DATE

