Senior School Assessment Policy

1. Purpose and Objectives

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment for the 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.

Canterbury College acknowledges its responsibility to provide quality outcomes for all students. The system of assessment requires staff to ensure all assessment tasks are valid and fair. It is the policy of Canterbury College to treat breaches of academic integrity with utmost seriousness to promote values of transparency and equity regarding academic work undertaken at the College. All students must be made aware of what constitutes academic integrity under the definitions in this policy and the ramifications both morally and practically of misconduct.

2. Definitions, Terms, Acronyms

Canterbury College / the College	Canterbury College Ltd or any controlled entities of Canterbury College Ltd.
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education is completed over Years 11 and 12. A set amount of learning and achievement is expected to achieve the QCE.
QCIA	Queensland Certificate of Individual Achievement is completed over Years 11 and 12. This is a tailored learning and achievement program for individuals requiring an alternate program.

3. Policy Scope

The scope of this policy applies to subjects studied in Years 7-12, Applied, Applied (Essential), General, Short Courses and VET school-based courses across all faculties. The policy supports Heads of Faculty and their staff in ensuring academic integrity exists in all aspects of their planning, teaching and assessment of students. It also supports students and their parents/carers in understanding what constitutes academic misconduct and any consequences for misconduct.

4. Policy statement

Canterbury College's expectations for teaching, learning and assessment are guided by the principles of academic integrity and excellence.

Assessment includes any examinations, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the relevant syllabus.

Assessment will be:

- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence-based, using established standards/continua/rubrics to make defensible

and comparable judgements about students' learning

- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of student's 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.

5. Guidelines/Procedure/Process

5.1 Promoting Academic Integrity

The College promotes academic integrity by developing students' skills and modelling appropriate academic practices. This is achieved by applying the following procedures:

Location of policy	The Assessment Policy is available to all stakeholders via the College website. Any updates to the policy will be communicated to staff, students and their parents / carers via the College communication platform, MyCC
Expectations around engagement in learning and assessment	Present annually to students regarding academic expectations, integrity and misconduct through cohort presentations. Ensure all students in Years 10-12 complete the QCAA Academic Integrity module.
Referencing	Provide guidelines and support around referencing using the APA (6th or 7th edition) as the College referencing system
Assessment Schedule	The College will produce an assessment schedule each semester that: • Aligns with syllabus requirements and objectives • Ensures students have adequate working time to complete the task • Considers student workload • Provides time for internal quality assurance procedures • Ensure that QCAA quality assurance timelines are met • Be clear to teachers, students and parents/carers • Communicated through MyCC within a reasonable timeframe
Investigation procedure	Where required, further investigations into potential academic integrity incidents will be conducted in line with the College's policies and procedures. At all times, the principles of equity, procedural fairness and natural justice will be adhered to.
Generative Artificial Intelligence	Canterbury College acknowledges the valuable role and opportunities that Generative Artificial Intelligence (GenAI) offers to students in teaching and learning, along with its increasing presence in society. The use of GenAI in an educational setting requires students to use it ethically and effectively whilst maintaining academic integrity.

	Where GenAI is allowed in an assessment task, the degree of allowable use of GenAI will be specifically identified on the task sheet and in-class instruction.
Due dates	Due dates are made clear in advance to students through MyCC. In all cases unless otherwise stated, submissions for assessments are due by 9am on the due date through MyCC. For some practical subjects that involve physical submission, the details for submission will be made clear via MyCC and task sheets.

5.2 Ensuring Academic Integrity

The College ensures academic integrity through the consistent application of the assessment policy and procedures. This is achieved by applying the following procedures:

Access arrangements and reasonable adjustments (AARA)	AARA are actions taken by the College 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 activities. These barriers fall into three categories: - Long-term and chronic conditions - Short-term conditions and temporary injuries - Illness and misadventure Canterbury follows the processes as outlined in the QCE and QCIA policy and procedures handbook (Section 6). For senior years (Years 11-12), the Principal (or Principal's Delegate) manages all applications related to AARA for students for approval or submission to QCAA. In all other years, the principles of AARA are applied where possible. AARA provisions are used to guide the level of support required for each individual and are collated as evidence to support official application in senior studies. 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 uploaded to the student's file. Copies of the medical report template, extension application and other supporting documentation will be made available where required. 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 (e.g. misreading an examination timetable, misreading instructions in examinations) • timetable clashes • matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)

	• matters that the school could have avoided (e.g. incorrect enrolment in subject) To apply for extensions to due dates based on unforeseen illness and misadventure, students must complete the application for extension form found on MyCC for approval. Approval will be granted by the relevant Head of Faculty and the Assistant Head of Senior School (Academic). An extension has not been granted until both have approved the application. For students in Years 10 -12, supporting documentation must be submitted as evidence of the unforeseen illness or misadventure
Scaffolding	Scaffolding helps students understand the process for completing a task. Scaffolding must allow for unique student responses and not lead students to a response. It must also maintain the integrity of the task. Students in the younger years will experience a greater level of scaffolding than those in the older years. The level of complexity and the requirement of independence will increase gradually over the year levels.
Checkpoints	Checkpoints aim to monitor student progress as they complete assessment tasks and are used to authenticate student responses. Teachers will use checkpoints to identify and support students to complete their assessment. Students will work on assessment during designated class time and show evidence of progress at scheduled checkpoints, as identified on task sheets.
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. Drafting requirements must be clearly stated on each task sheet. Feedback on a draft is: • provided on a maximum of one draft of each student's response where allowed • a consultative process that identifies aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • stored with the student's assessment response.
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. Teachers will support students in managing response length by: • ensuring instruments indicate the required length • creating instruments considering scope and scale (ensuring it is possible to achieve the highest mark within the prescribed response length) • developing teaching and learning that embed strategies supporting students to respond within the instrument conditions • providing model responses within the required length • providing feedback about length at checkpoints.

	For written responses with a word or page limit, or responses with a duration (e.g. presentations or recordings), the College will either: • mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence over the prescribed limit for assessment produced under exam conditions or an assessment that requires a continuous response, such as a presentation or recording • allow a student to redact their response to meet the required length before a judgment is made on the student's work. Instruments submitted to QCAA for 'confirmation' will be annotated to clearly indicate the evidence used to determine the result awarded.
Authenticating student work	Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Canterbury College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples include (but are not limited to): • checkpoints, • cross marking, • double marking, • plagiarism detection software as approved by the College • interviews and/or investigations.
Managing non-submission of drafts by the due date	Failure to submit a draft without prior consent and approved extension will result in an afterschool detention. Submission of work will be required for authentication strategies. A student without an approved extension may not receive individual feedback on a draft submitted after the due date.
Managing non-submission of summative assessment by due date	Failure to submit a summative assessment piece without prior consent or approval. Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. This evidence may be graded if a final response is not submitted on a due date. If no prior evidence is available, a result of NR (Not Rated) will be awarded.
Internal quality assurance	Canterbury College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments, in all year levels before they are administered to students (quality assurance tools provided by the QCAA may be used) • moderation to support judgments about student achievement in all year levels. Students will not receive results until moderation processes are complete.

	For senior students, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Requesting moderation of released result	Students may not agree that the results awarded reflect the response they submitted. Students should discuss the result with their teacher in the first instance. If a student still believes the result does not reflect the evidence, then they may request the result be moderated. The review process includes the completion of the request form signed by both the student and parent/carer with a detailed explanation of the reason(s) for the request. This form can be requested from the relevant Head of Faculty. In the event a student believes moderation is warranted, the request form must be submitted no later than five working days after the results are released (this timeframe may be impacted by QCAA deadlines). If the result was moderated in the internal moderation process, the student will be provided with feedback from the moderation process. Otherwise, the request will be reviewed and a response returned to the student and parent/carer of the outcome of the review. The review of student work could result in the grade awarded remaining the same, increasing or decreasing.
External assessment administration	Canterbury College will provide a suitable venue and conditions to support students through the external examination period. Students will also receive preparation and experiences as authentic to the process as is reasonably possible. Communication and liaison with the QCAA will be maintained and examination timetables provided in a timely manner. The QCE and QCIA policy and procedures handbook (Section 7.3.2) will be followed for processes, roles and responsibilities by the school external assessment (SEA) coordinator, teachers and students.

5.3 Academic Misconduct

Canterbury 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/or falsely demonstrates their learning. Students in all year levels will receive consequences for academic misconduct

The following non-exhaustive list provides different types of misconduct together with examples of each to provide a guidance framework to assist the College in identifying and navigating academic misconduct.

Type of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or 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, coded messages, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student provides to or receives a response to an assessment from another student.
Contract Cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • 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	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	This includes where: • A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using GenAI without attribution (this may include text, audio or audiovisual 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.
Prohibited equipment	A student brings prohibited equipment into an examination (for example, a SIM-enabled device)
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 at any time during the student's schooling.
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.

5.4 Managing Academic Misconduct
The College will ensure that any academic misconduct is treated fairly and will ensure academic integrity is maintained for all students.
In all cases of academic misconduct, a student and their parents/carers will be kept informed throughout the process.
The following matrix reflects the Behaviour Matrix categories in the Student Behaviour Policy.

	Definition	Examples (not exhaustive)	Possible Consequences
Yellow Level (Low Level Academic Misconduct)	An unintentional breach by the student that would be considered part of the learning process	• Lack of referencing (including not identifying quotations correctly) • Poor paraphrasing	• Restorative conversation • Re-attempting (for practice) • Lunch detention • Other logical consequences
Orange Level (Medium Level Academic Misconduct)	A breach that maybe considered to be unintentional but negligent by the student (escalation of minor breaches)	• Plagiarism • Unacceptable use of generative artificial intelligence (GenAI) tools • Disclosing or receiving information about an assessment • Fabricating • Prohibited equipment • Self-plagiarism	• Afterschool detention • Internal suspension • Reflections and/or apologies
Red Level (High Level Academic Misconduct)	A breach that is considered intentional or deliberate	• Cheating • Collusion • Contract cheating • Copying work • Plagiarism • Impersonation	• Internal suspension • External suspension • A student is placed on Probationary Enrolment. • Termination of the student's enrolment.

All instances of proven academic misconduct and outcomes will be recorded on TASS. Final decisions on consequences sit with the Assistant Head of Senior School (Academic), Head of Senior School and/or Principal. For instances of academic misconduct in external examinations, decisions and actions are made by the QCAA.

6. Roles and Responsibilities

6.1 Canterbury College:
Canterbury College is required to:
- Provide information about the location of the Assessment Policy
- Provide a process and documents to apply for extension
- Publish exam timetables within a reasonable time frame
- Teach referencing
- Provide students with detailed understanding of academic misconduct
- Provide an investigation process to be used in instances where academic misconduct is suspected.

6.2 Head of Faculty/Teachers:
Head of Faculty and / or teachers are required to:
- Provide assessment schedules
- Provide students with assessment instruments in an appropriate time frame and with relevant information
- Provide appropriate class time for assessment
- Provide reasonable adjustments where appropriate
- Provide feedback to students in a timely manner
- Follow investigation processes outlined by the College
- Ensure referencing, in the context of their subject, is taught.

6.3 Student:
The student is required to:
- Submit only their work for assessments
- Make use of class time provided to work on assessment
- Meet the due dates of check points, drafts and final copies of assessment as identified on task sheets
- Use the American Psychological Association (APA) 6th or 7th edition referencing
- Communicate difficulties in completing assessment with the teacher and follow the correct procedures (completion of extension request form) to apply for an extension before the due date
- Seek clarification from the teacher who awarded the result before appealing any result.

6.4 Parent / Carer:
The parent /carer of a student is required to:
- Encourage students to submit all checkpoints and final responses by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date
- Provide documentary evidence where necessary, including the submission of an extension request form where appropriate

7. Review

This policy and its associated procedures, quick reference guides and protocols will be reviewed annually. Canterbury College, however, reserves the right to review this policy at any time.

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Acknowledgements:	*QCE and QCIA policy and procedures handbook v5.0*

8. Appendices

Nil