



Chisholm Catholic College

Live Christ's Challenge

Assessment Policy - 2025

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Assessment Policy

Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgments about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning
- Gathering and recording evidence about student demonstrations of learning
- Using the evidence to make overall judgments about students' learning.

The Assessment Policy is located on the Chisholm Catholic College Portal and has been developed from the Queensland Certificate of Education (QCE) Handbook located at: [QCE and QCIA policy and procedures handbook v6.0 | Queensland Curriculum and Assessment Authority](#)

Purpose

Chisholm Catholic College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This Assessment Policy is to inform students, parents and teachers of the key principles around assessment and assessment roles, responsibilities, processes and procedures used by Chisholm Catholic College to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items.

The Assessment Policy:

- Provides information to students about expectations for assessment and their responsibilities
- Includes guidelines and information for staff, including teachers, Academic Leaders and The College Leadership Team about their expectations and their roles and responsibilities
- Is:
 - Communicated clearly to teachers, students and parents/carers
 - Enacted consistently across all subjects within the school
 - Based on information in the school's principles and organisational structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses.

The roles and responsibilities outlined apply to all Chisholm Catholic College students, parents/carers and staff, and comply with policies and procedures set down by the QCAA and the College.

It includes procedures and processes for:

- Promoting academic integrity;
- Managing academic misconduct;
- Applying for Access Arrangements and Reasonable Adjustments (AARA);
- Meeting deadlines for the submission of internal assessment instruments; and
- The administration of external assessment.

Scope

Aims of the Policy

Where applicable, differences between Year 7 to 10 and Year 11 and 12 are highlighted. The Assessment Policy is a whole school approach to build consistent processes for assessment.

The scope of this policy includes: Applied, Applied (Essential), General subjects, VET and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the QCE and QCIA policies and procedures handbook.

Formative Assessment Completion

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative Assessment Completion for each subject

General and Applied

In order to achieve an Overall Result, a student must complete both Units 3 and 4 during year 12, providing responses to each of the summative internal assessments and the external assessments for the subject. A student cannot repeat one summative unit only.

Short Courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

Background Principles

Chisholm Catholic College has high expectations about academic integrity and student learning. Staff are supported to complete the Academic Integrity courses and the Accreditation courses provided by the QCAA. Chisholm Catholic College encourages all staff to review these courses annually and to apply for a role as a QCAA Assessor.

Students are required to complete the Academic Integrity courses provided by the QCAA.

To ensure consistent application of the Assessment Policy, it will be revisited at the beginning of each semester and relevant processes will be revisited:

- At enrolment interviews;
- During SET Planning;
- When the assessment schedule is published;
- When each task is handed to students; and
- In the newsletter and by email in response to phases of the assessment cycle.

Chisholm Catholic College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:

- Forward planning – understanding the components of the task and how long each component might take to complete;

- Time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;
- Note-taking and summarising – synthesising research or gathering information into a new idea or summary;
- Referencing – appropriately acknowledging the ideas, work or interpretation of others;
- Choosing appropriate examples – selecting appropriate quotes or examples to support an argument;
- Argue or communicate meaning;
- Editing – refining their own work; and
- Checking – self-assessing compliance with academic integrity guidelines before submitting responses.

Chisholm Catholic College expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include 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;
- Accessible and equitable for all students;
- Evidence-based, using established standards and Instrument Specific Marking Guides (ISMG) to make defensible and comparable judgments about student learning and achievement;
- Transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made; and
- Informative about where students are in their learning.

Students must complete and submit all mandatory assessment items as determined by the Academic Leader of Department, the Syllabus and the Work Program to meet course requirements to be eligible for credit for any semester unit in each subject being studied.

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.

Subsequent results will form part of the student's Assessment Profile for their subjects and semester units studied leading to overall Levels of Achievement being awarded.

Assessment of Student Performance

As defined by the Queensland Curriculum and Assessment Authority (QCAA), 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. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters, 2014¹).

Purposes of Assessment

Assessment information has multiple uses, including:

Feedback to teachers, such as:

- Diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning.
- Identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.

Feedback to students and parents/carers that gives:

- Clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development.
- Evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others.
- Development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning.
- Refinement of quality teaching, by supporting teacher reflection and professional learning.
- Provision of information for certification.
- Measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

¹ Masters, GN 2014, 'Assessment: Getting to the essence', *Designing the Future*, Issue 1, August 2014, Centre for Assessment reform and Innovation (CARI), http://research.acer.edu.au/ar_misc/18.

Assessment Techniques May Include:

Assessment Technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended Response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

Responsibilities - Assessment

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement and are likely to be awarded with an 'E' achievement on their Report in Year 7 to 10 and No Result towards credit in Unit 1 to 4 in Year 11 and 12.

Academic Leaders

Academic Leaders are accountable for quality assuring assessment items using both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality Assessment in Years 7 – 12.

In Years 11 and 12, Academic Leaders, The College Leadership Team and the QCAA are responsible for quality assessment items, ensuring all assessment: is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results that align with syllabus requirements.

All Students

- All students are responsible for submitting both draft and assessment items on or before the due date according to the directions stipulated on the Assessment Task Sheet.
- All students are responsible for arriving on time on the due day for examinations, unless special provisions have been formally arranged.
- All students must show academic integrity.
- Authentication of student work is mandatory. All assessment is to be submitted through Turnitin when required.

Students in Years 11 and 12

- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted to the Academic Leader within the required timeframe according to conditions on the Assessment Task Sheet.

Parents/Carers

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

Assessment Schedules

Assessment Schedules will be available on the Parent Portal and frequently published in the College Newsletter.

Assessment / Assignment Task Sheet

Students will be provided with an 'Assessment/Assignment Task Sheet' for each assessment / assignment. The task sheet will include the following information:

- Commencement Date
- Draft due date
- Final due date
- Criteria assessed
- Conditions
- Task instructions.

During Class Assessment Development Time

In many cases, time will be afforded in-class to work on assessment tasks.

Students are encouraged to:

- Use their time productively - focus on completing a reasonable amount of work each lesson.
- Ask their teacher to clarify / explain things they don't understand.
- Work very quietly in class.
- Make appointments out of class time to talk to their teacher.

Ensuring Academic Integrity

Chisholm Catholic College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Scaffolding (QCE and QCIA policy and procedure handbook section 7.2.1)

Scaffolding for assessment is limited to

- Checkpoints that students can use to manage completion of components of the assessment instrument;
- Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and
- Providing prompts and cues for students about the requirements for their response.

When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own. The College has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Academic Leader and are entered into the school calendar.

Across the phases of learning there will be a gradual release of responsibility to students.

Checkpoints

The monitoring of students' progress is detailed by checkpoints on task sheets. The teacher will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Academic Leaders and parents, about potential issues will help resolve any potential assessment completion issues.

Managing the Length of Student Responses

When a response exceeds the required length

Should a response exceed the required length, then the following will be implemented:

- Performance, spoken or multimodal task
 - the presentation will be ended at the upper limit of the response duration
 - the student will be graded on their work up to this point
- Written assignment
 - if it is identified at the time of submission that the response is over the required length (word limit or page count), the student will be asked to redact words, phrases etc until the upper limit of the expected response is reached
 - redaction must occur in front of the teacher, at that point in time, using a thick black marker
 - the student cannot take the assessment task away, nor can the teacher assist in decisions around what to redact
 - once the redaction is completed, the student hands the response to their teacher
 - if an assignment is submitted out of scheduled class time eg via the Assignment Box, students will not be given the option of redaction and ruled line option will be applied
- Exam
 - the teacher will read the work up to the upper limit of the response length
 - a line will then be ruled on the student's response
 - the student will be assessed on their work up to that point.

Due Dates

Refer to QCE and QCIA policy and procedures handbook (section 8.5.2)

School responsibility:

Chisholm Catholic College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.

The Assessment Schedule will:

- Align with syllabus requirements;
- Provide sufficient working time for students to complete the task;
- Allow for internal quality assurance processes;
- Enable timelines for QCAA quality assurance processes to be met;
- Be clear to teachers, students and parents/carers;
- Be consistently applied;
- Be clearly communicated by the end of week 3 each semester; and
- Give consideration to allocation of workload.

Student Responsibility

All students will be provided with their assessment schedule for the semester by Week 3. Students are responsible for recording these dates in their diaries and adhering to these due dates. Due dates refer to week ending to accommodate multiple classes. Students are responsible for planning and managing their time to meet the due dates. Students and parents will be given teachers and Academic Leaders emails to help with communication.

Teachers Responsibility

Teachers are not able to grant extensions. Chisholm Catholic College is required to adhere to QCAA policies about due dates.

Submitting, Collecting and Storing

Assessment instruments will provide information about:

- Chisholm Catholic College arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission.

Assessment Information

Refer to QCE and QCIA Policy and procedure handbook (section 9)

- Instruments including drafts will be submitted by the due date via Turnitin
- Copies of drafts are to be collected and stored in student folios at the time of the draft due date.

Appropriate Materials

- Chisholm Catholic College is a supportive and inclusive school. Material and texts are chosen with care in this context.

Drafting (QCE and QCIA policy and procedures handbook section 7.2.2)

Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example: written draft; rehearsal of performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on drafts:

- Must not compromise authenticity of student response by adding ideas;
- Must not edit or correct grammar and spelling but note in feedback;
- Is provided on a maximum of one draft of each student's response;
- Is a consultative process, not a marking process;
- Will be provided within one week of submission of the draft;
- A record of the feedback is stored with a hard copy of the draft in the student's folio or through Turnitin.
- Parents and carers are notified by email about non-submission of drafts.

Responsibilities – Drafts

Teachers may:

- Indicate some textual errors
- Provide feedback on a minimum of one draft of each student's assessment in Years 7 – 10 and a maximum of one draft in Years 11 and 12 (according to syllabus requirements)
- Indicate the requirement for more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- Provide feedback only on a draft submitted by the draft due date
- Provide a summary of their feedback and advice to the whole class.

Students:

- Submit draft by the due date
- Strive to submit a completed draft that meets the word/time limit
- 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 research or substantiate points ensuring adherence to referencing style
- Students studying General and Applied Subjects in Years 11 and 12 are required to submit their drafts electronically via Turnitin.

Parents:

- Encourage and support student to submit draft on time
- Read draft
- Provide oral feedback on the above-mentioned points for teachers.

Submission of Drafts

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students must hand their copy of their written assignment draft to the teacher. Alternatively, students may submit an electronic copy of their written submission. The 'draft' copy with feedback will be returned to the student. The student must submit the 'draft' with the 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/carer by email. The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date. This will be recorded in Engage.

Should the student not make a final or draft submission, then the in-class work completed will be the result assigned on the student's Assessment Profile

Managing Response Length (QCE and QCIA policy and procedure handbook section 7.2.3.)

Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:

- Internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale;
- Subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs;
- Model responses within the required length are available in the Chisholm Catholic College 'Teaching and Learning Application' and are used in learning programs; and
- Feedback about the length is provided by teachers at check points and on draft.

Students will:

- Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets;
- Apply feedback about length to their drafts; and
- Edit responses to meet requirements for length.

Authenticating / Student Responses (QCE and QCIA policy and procedure handbook section 7.3.1)

Accurate judgments of student achievement can only be made on genuine student assessment responses. Chisholm Catholic College uses the strategies as selected from the instrument specific template, as appropriate, across all subjects and phases of learning. There are additional Chisholm Catholic College specific practices that are to be applied consistently that may include:

- Assessment tasks changed from year to year.
- Internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts.
- An assessment schedule that ensure sufficient time for completion of task and monitoring of development of responses.

Submission of Assignments

Years 7, 8, 9 & 10 All Written Assignments

- Are to be submitted to their class teacher in class on the due date through Teams Turnitin.
- In the event the class teacher is away ill or not present at class on the due date, the student must submit the assignment to the supervising teacher who will return these to the class teacher's desk in the staffroom.

Year 11 and 12 (Applied) - Submission of written assignments FOR APPLIED SUBJECTS AND SHORT COURSES

- If a student is absent on the day an assignment is due, a Medical Certificate is required. Students are required to submit assessment digitally.

Year 11 and 12 (General) - Submission of written assignments FOR GENERAL SUBJECTS*

- Students are able to upload assessment tasks electronically via Teams Turnitin before 11:59pm on the due date
- Students must confer with their teacher or Academic Leader for submission documentation specifications
- Hard copies can be given to their teacher in class or in the Assignment Box before 3:30pm
- If a student is absent on the day an assignment is due, QCAA procedures must be followed,
 - Students are to email staff and submit via Turnitin
 - AARA applications may be made through the Assistant Principal Senior Studies or the Guidance Counsellor ie. Assessments will be made available for class teachers the day after the due date

Teachers refer to the [Flowchart – Assessment Policy](#) with regard to Non-submission of Assignments.

Late Submission of a Student Response – Years 7 – 10

When a student submits an assessment piece via Turnitin or email if Turnitin is unavailable after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Late and Non-submission of Senior Assessment

To receive an Overall Result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects, a student must complete four summative assessments: three summative internal assessments and one summative external assessment
- For Applied subjects, a student must complete four summative internal assessments
- For Short Courses, a student must complete two summative internal assessments.

Non-submission of Senior Assessment

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

- For General subjects, an Overall Result for a course of study may not be allocated if a student does not submit or complete the summative internal assessments.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.

For all Late Assessment Items

The timely generation of an email to parents/carer 'Notification of Student Failing to Submit an Assignment'. to inform them of their student's failure to submit an assignment/assessment piece.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

Absence on Due Date of Assignments

If a student knows they will be absent on the day an assessment item is due they must:

- Arrange for the item to be submitted before the due date
- or**
- Have it delivered to the school on the due date
- Senior Students must follow the QCAA documentation requirements and must contact the Principal's Delegate (Assistant Principal Senior Studies).

Assignment Extension—Requested by Students

- No extensions will be approved on or after the due date
- Extensions will be considered on a case-by-case basis
- Senior Students must consult their teacher in order to follow the QCAA guidelines

There are only two grounds for applying for an extension of due date by students prior to the due date for students in Years 7 – 10:

1. Illness
 - A Medical Certificate may be required.
2. Extenuating circumstances (including unexpected circumstances)
 - Family activities of a very special nature requiring absence from school, such as
 - Bereavement, family breakdown etc
 - Essential sporting / culture commitments
 - Long-term illness of self or family member
 - If a delicate family matter or personal circumstances applies, the application can be lodged directly with the Guidance Officer, Assistant Principal Senior Studies or Middle Years Learning Leader who will consult with the relevant Academic Leader
 - Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date

To Apply for Assignment Extensions in Years 7 – 10

Students must follow these steps:

- Obtain an Application for Assignment Extension form from the Assistant Principal Curriculum as early as possible prior to the due date (This form will need to be attached to assignment on submission); SEE APPENDIX 2
- Complete and return to the relevant Academic Leader;
- The relevant Academic Leader will consult with relevant class teacher;
- Approval or non-approval granted, and student given copy of form;
- The relevant Academic Leader forwards a copy of form for filing with Student Secretary;
- Family holidays will not be approved as reasons for extensions. If you are going to be away from the college for an extended period of time, please follow the planned absence procedure - (SEE APPENDIX 3).

Exam Expectations

Attendance at Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams.

Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses both Unit 3 and Unit 4.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website.

Applied subjects do not include external assessment.

External Assessment is:

- Common to all schools;
- Administered by schools under the same conditions at the same time and on the same day;
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

Examination Equipment

Approved equipment includes but is not limited to:

- Blue or black pens, 2B pencils, highlighters.
- Ruler, slide rule, eraser.
- Calculator (check with Academic Leader re specifications).
- Tinted glasses, magnifying glasses, earplugs.
- Water in plain unlabelled container.
- Equipment allowed as a QCAA-approved special provision.

Non-approved equipment must not be taken into the examination room this includes but is not limited to:

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches.
- Extra paper, books or manuscripts.
- Food, unless allowed as a special provision.

Conduct During Examinations

To be fair to all students sitting an exam, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the exam to the best of their abilities. Students who act in a way that disrupts others, by their actions, choose to leave the exam. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

Late Arrival to Examinations

If a student arrives late for an External Assessment, they must report to the External Assessment Supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

For Years 10 – 12

No extra time to complete the exam is granted if a student arrives late without the prior arrangement with the required documentation.

Year 12 – Rules for External Assessment

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External Assessment Student Rules* to students.

Responsibilities – Examinations

Teachers

- Communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list.

Students

- Arrive on time.
- Come prepared.
- Must be dressed in full school uniform.
- Meet the behaviour expectations for conduct during exams.

Parents

- Ensure your child has a good night sleep prior to the exam.
- Support your child in preparation for the exam

Responsibilities - External Assessment in Year 12

School External Assessment (SEA) Coordinators:

- Adhere to and manage external assessment processes outlined in this handbook and the *External Assessment — Directions for Administration*;
- Communicate to school staff, students and parents/carers the:
 - *External assessment timetable*;
 - *External assessment student rules*;
 - Approved equipment list;
- Are to apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash;
- Ensure teachers do not supervise an external assessment for subjects they teach in a given year;
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers

- Comply with and supervise external assessment according to the external assessment guidelines;
- Allow a student suspected of academic misconduct to complete the external assessment;
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct;
- Report an alleged incident of academic misconduct to the School External Assessment (SEA) Coordinator;
- Adhere to external assessment processes outlined in this handbook and the *External Assessment — Directions for Administration*;
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year;
- Report incidents when they suspect or observe an act of academic misconduct by a student.

Students

- Read and comply with the *External Assessment Student Rules* and external assessment information that is made available on the QCAA website and provided to schools each year;
- Read the information provided by schools, including the
 - *External assessment timetable*
 - *External assessment student rules*
 - approved equipment list;
- Attend external assessment in which they are enrolled.

Parents

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website.
- Support students to participate in the external assessment in which they are enrolled.

Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

Chisholm Catholic College and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment. See the Assistant Principal Senior Studies for further information.

Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Timelines for Illness and Misadventure

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.

Illness During External Assessment

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.

Non-attendance at External Assessment

A student who cannot attend an exam must notify the principal's delegate or the SEA coordinator as soon as practical.

Individual Student

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the Assistant Principal Senior Studies regarding an application for illness and misadventure as soon as possible.

Supporting Documentation for Illness and Misadventure

Internal and External Assessment

To make an informed decision about an illness and misadventure application, Chisholm Catholic College and the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event;
- Date of diagnosis, onset or occurrence;
- Symptoms, treatment or course of action related to the condition or event;
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment;
- For non-medical claims, written evidence from a relevant independent professional or other independent third party;
- If a student is on a family holiday, assignments are still due on or before the due date.

Non-Attendance at Exams

1. Inability to attend an exam due to illness or misadventure

If a student is ill and/or cannot attend a test or exam the following procedure must be followed:

- The school must be notified BEFORE the scheduled exam;
- On return to the school the student is responsible for reporting to the relevant Academic Leader to make alternate arrangements;
- Proof of illness (Medical Certificate) must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam and given to the Academic Leader;
- For Years 11 and 12 contact your SEA Coordinator.

2. Prior knowledge of absence

If a student knows in advance that they will be absent for a scheduled test they must:

- Complete a Planned Absence Form and hand this form to Assistant Principal Senior Studies or the Middle Years Learning Leader (SEE APPENDIX);
- If approved the student will be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Academic Leader;
- For years 11 and 12 QCAA processes must be followed;
- In the event of a family holiday exams will not be sat before the due date or rescheduled upon return.

Failure to Attend an Exam

If students fail to attend scheduled exams and do not comply with the conditions outlined above:

- They will not have completed the mandatory requirements of the course;
- Parents/carers will be notified by email.

Extended Known Absence in Years 7, 8, 9 & 10

Should a student know that they will be absent during the term the school should receive notification of an extended absence from the parent/carer through scornubia@bne.catholic.edu.au. They will be provided with the student Planned Absence Form.

Please note that Chisholm Catholic College recognises that every day of attendance in school contributes towards a student's learning and that maximising school attendance enhances academic outcomes. Research shows direct correlations between poor attendance and student disengagement, exposure to 'at risk' behaviours and poor academic, employment and social outcomes. (Please see Chisholm Attendance – Policy and Procedures, 2018 for further information).

Absence Durations are defined as:

- SHORT – 1 week or less. Teacher may consider evidence already collected be used to form judgment on an assessment item.
- MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle.
- LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgments at the end of the course of study.

The class teacher will talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials they may be provided to minimise the effect of absence to learning
- Any planning adjustments that may be made to minimise the effect of absence to learning
- Whether “Special Provision” for Year 7-10 be considered or AARA for Year 11 and 12.
- The **student** should make contact with all of their teachers and complete the Absence Learning Plan this will advise parents the arrangements made.
- **Teachers may** contact home if they feel they need to discuss the effects of the absence with the parent further.
- Information may be communicated to students via their BCE school email account or via the **email account for the parent entered on the Parent Portal.**

Acceptable reasons for student absences are:

- Illness.
- Family trauma or bereavement.
- Events of cultural significance.
- Participation in school organised activities, e.g. work experience.
- Representation in elite sporting or cultural activities e.g. South Coast Sporting Trials.

Examples of unacceptable reasons for absence are:

- Truancy.
- Shopping expeditions with or without parent or carer.
- Helping at home or at parent/caregiver’s place of work.
- Part-time or casual work (including travel to or from work).
- Appointments which could be made out of school hours (e.g. haircuts, driving lessons, dentist etc.).
- Family holidays.
- Birthdays.

Exemptions in Years 7, 8, 9 & 10

Allowing non-completion of some particular piece of assessment

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Academic Leader);
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument;
- An exemption is inappropriate where the student is unable to meet mandatory requirements;
- Exemption is not an option where reasonable adjustment is appropriate.

Access Arrangements and Reasonable Adjustments (AARA) - Illness and Misadventure

(QCE and QCIA policy and procedure handbook section 6)

Chisholm Catholic College is committed to reducing barriers to success for all students. Access arrangements are actions taken by the school to minimize, 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. Chisholm Catholic College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on will be logged in the student's file. All AARA applications for summative assessment in Units 3 and 4 require QCAA approval.

Access Arrangements and Reasonable Adjustments (AARA) – Years 7 – 10

Special Provisions - *Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.*

Special provisions may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the syllabus or Study Area Specification is maintained.

In making a decision about special provisions, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

Access Arrangements and Reasonable Adjustments (AARA) – Years 11- 12

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year.

Managing Non-submission of Assessment by the Due Date

(QCE and QCIA Policy and procedure handbook section 8.5)

Teachers will upload progressive evidence of student responses into Chisholm Catholic College's 'academic integrity and assessment application' as it is gathered at the prescribed checkpoints. Evidence includes but is not limited to:

- Unmarked drafts;
- Class work;
- Rehearsal notes;
- Photographs of student work; and
- Teacher observations

The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence
- For a Short Course, an E cannot be awarded when there is no evidence for that grade

In all these cases, the only result can be awarded is not-Rated (NR)

Students are not eligible for AARA on the following grounds:

- Unfamiliarity with English Language;
- Teacher absence or other teacher related difficulties;
- Matters of the students' or parent's/carer's own choosing; or
- Matters that the school should have avoided
- Matters that the school could have avoided

For any of the above grounds when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.

Internal Quality Assurance Processes

(QCE and QCIA policy and procedure handbook section 8.5.3)

Chisholm Catholic College's quality management system includes two points of quality assurance in the assessment workflow. The timing of these processes is negotiated within departments and are entered into the school calendar by the Administration Team. These are:

- Quality assurance of all assessment instruments before they are administered to students and QCAA. Using quality assurance tools provided by the QCAA.
- Quality assurance of judgements about student achievement contributing to student results.
- Results and reporting prior to results being provided. Departments are free to choose their type of quality assurance processes; this will depend on the size of the cohort and number of classes.

Internal processes that may occur before students' results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example:- all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Types of Academic Misconduct Defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent. For further details see Behaviours Managed by Curriculum Leaders and Deputy Principal in the Student Behaviour Support Plan.

Type of misconduct	Examples
Cheating while under supervised conditions	- beginning to write during perusal time or continuing to write after the instruction to stop work is given - using unauthorised equipment or materials - having any notation written on the body, clothing or any object brought into an assessment room - communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	- when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work) - assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	- asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response - paying for someone or a service to complete a response to an assessment
Copying work	- deliberately or knowingly making it possible for another student to copy responses - looking at another student's work
Disclosing or receiving information about an assessment	- giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment - making any attempt to give or receive access to secure assessment materials
Fabricating	- inventing or exaggerating data - listing incorrect or fictitious references
Impersonation	allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images or information)
Self-plagiarism	duplicating work or part of work already submitted as a response to an assessment
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.

The School: Support Staff, Teachers, Academic Leaders, Leadership Team

Chisholm Catholic College can support **academic integrity** by:

- Developing curriculum and assessment that allows for the identification of individual work.
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others.
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses.
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity.
- Developing processes to manage, resolve and appeal cases of academic misconduct.

Students

- Sign a declaration on the cover sheet of the assessment task stating that it is their own original work.
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- Reference other sources used.
- Provide a bibliography or reference list.
- Should not engage in any type of academic misconduct.
- May be required to submit their final response using Turnitin.
- Will be required to complete an approved course about academic integrity.
- May be required to participate in interviews during and after the development of the final copy.
- May be required to provide documentation of the drafting process (e.g. planning, research notes, drafts).

Teachers

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work.
- Collect evidence of the authenticity of student responses.
- Ensure assessment decisions are fair and equitable for all students.
- Implement strategies to ensure authentication of student work.

If a teacher suspects there has been a breach of academic integrity they should:

- Conduct an internet search of key phrases;
- Compare the students’ work to the work of past and present students;
- Interview the student after the submission of a task to explore further, clarify and determine comprehension of the work submitted;
- Follow responsible plan for students.

Parents

- Support the efforts of teachers and students to authenticate student responses;
- Encourage students to approach their academic responsibilities in an honest, moral and ethical way;
- Alert the teacher if you suspect that your student has engaged in academic misconduct.

Consequences for Plagiarism

Students cannot be graded on work that is not their own. If plagiarism or AI is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded.
- Where a student is found to have plagiarised or had AI for the entire task, it will be treated as a non-submission.

Academic Misconduct During an Exam or External Assessment

Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the external assessment;
- Copying from, or communicating with, another student while in the assessment room;
- Bringing unauthorised material into an assessment room;
- Disrupting other students;
- Impersonating a student;
- Behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

For Years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

Consequences for Academic Misconduct

During an Exam or External Assessment Include But are Not Limited To:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room;
- Parents/Caregivers notified;
- Academic Leader notified;
- Parts of the exam in question may be disregarded while grading the exam;
- The student may be required to complete an alternative exam at the soonest possible opportunity.

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- Cannot be rated for the semester unit;
- May have the unit removed from their Senior Statement.

If a student repeatedly does not meet mandatory requirements:

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.

Generative Artificial Intelligence (AI) Policy

The use of Generative AI in planning, teaching, and assessing should always be considered in context with the BCE direction outlined in the Curriculum Compass document. Generative AI is specifically addressed in Appendix 1 of the Curriculum Compass. It broadly describes ways generative AI tools can be used to enhance and support teaching and student learning. Schools should ensure academic integrity by supporting students to use generative AI tools ethically in their schoolwork by ensuring appropriate attribution. BCE does not

support the use of AI detection software to identify students that have used AI to generate answers for assessment tasks. The advice from subject matter experts is that one should expect diminishing returns from AI detection software tools, particularly as Large Language Models become more sophisticated and the output essentially indistinguishable from human language.

Ethical AI Practices

Brisbane Catholic Education has been named an ambassador for the Rome Call for AI Ethics, making it the first Australian organisation and the first K-12 organisation globally to receive this recognition. BCE's mission to teach, challenge, and transform aligns with the initiative's goals, emphasising ethical AI practices guided by our values of Excellence, Integrity, Justice, and Hope. As an ambassador, BCE commits to transparency, inclusion, responsibility, impartiality, reliability, and security and privacy in its AI systems. This includes ensuring AI tools are accessible to all students, integrating AI ethics into the curriculum, and prioritising data security and privacy. BCE's involvement highlights its dedication to ethical AI use and is a testament to our dedication to using technology as a leverage for the common good, ensuring that it serves to enrich and deepen the lives of all those we reach, grounded in the principles of Laudato Si' and Catholic Social Teachings. This policy is based on the AI Framework's 6 Principles and 25 Guiding Statements, which highlight how these principles work together in education. The six principles are:



Education360. (2023, December 11). Navigating the future: The Australian framework for generative artificial intelligence in schools. [Education360](#).

Using AI in Assessments

Teachers ensure academic integrity in assessments by:

- Setting clear guidelines for using AI tools in assignments and evaluations.
- Explaining how AI should be used in each assessment task.
- Teaching students how to acknowledge when AI tools are used.
- Using structured planning, drafting, and feedback to ensure student work is their own.
- Designing assessments that focus on learning goals and apply quality assessment principles consistently.

AI Assessment Scale (AIAS)

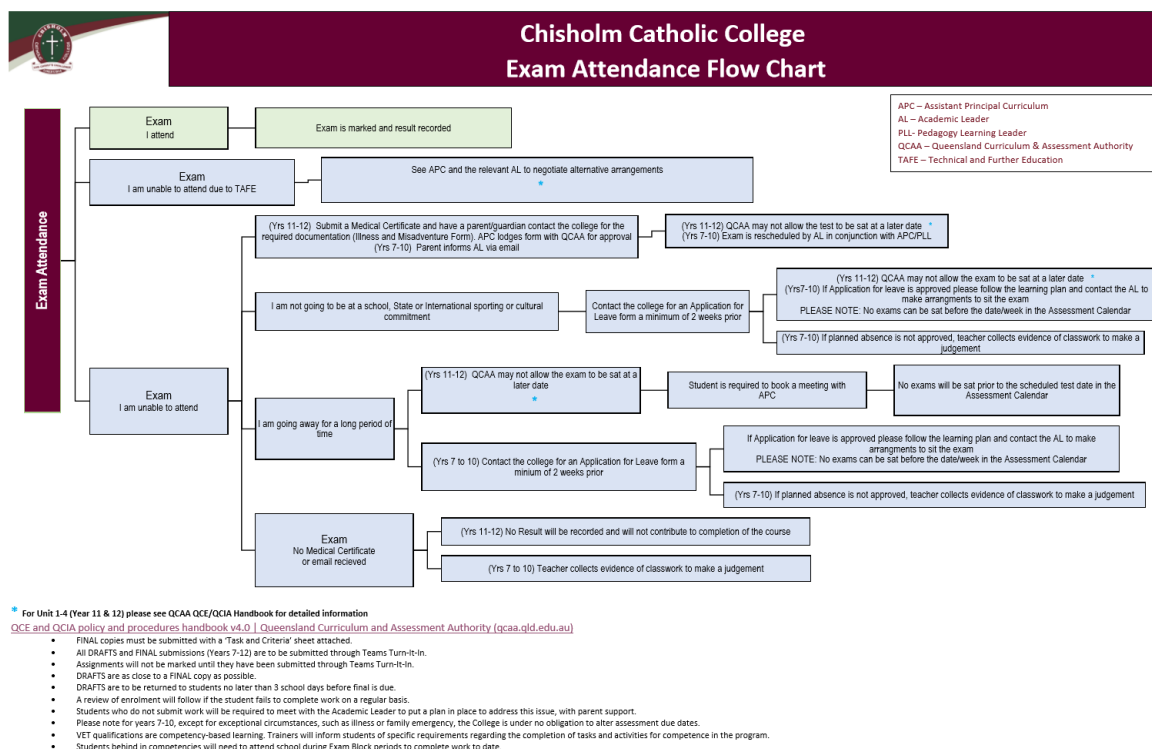
Level	Description	Expectations
No AI	Assessment completed entirely without AI assistance.	Students must not use AI and demonstrate their core skills and knowledge.
AI Planning	AI can be used for pre-task activities like brainstorming and initial research.	Students may use AI for planning, idea development, and research, but the final submission should show independent development and refinement of ideas.

AI Collaboration	AI can assist with tasks like drafting, feedback, and refinement.	Students must critically evaluate and modify AI-generated content.
Full AI	AI can be used to complete any elements of the task.	Students will use AI extensively, demonstrating critical thinking and goal achievement.
AI Exploration	AI is used creatively to enhance problem-solving and generate innovative solutions.	Students and educators co-design assessments to explore unique AI applications.

Appendix

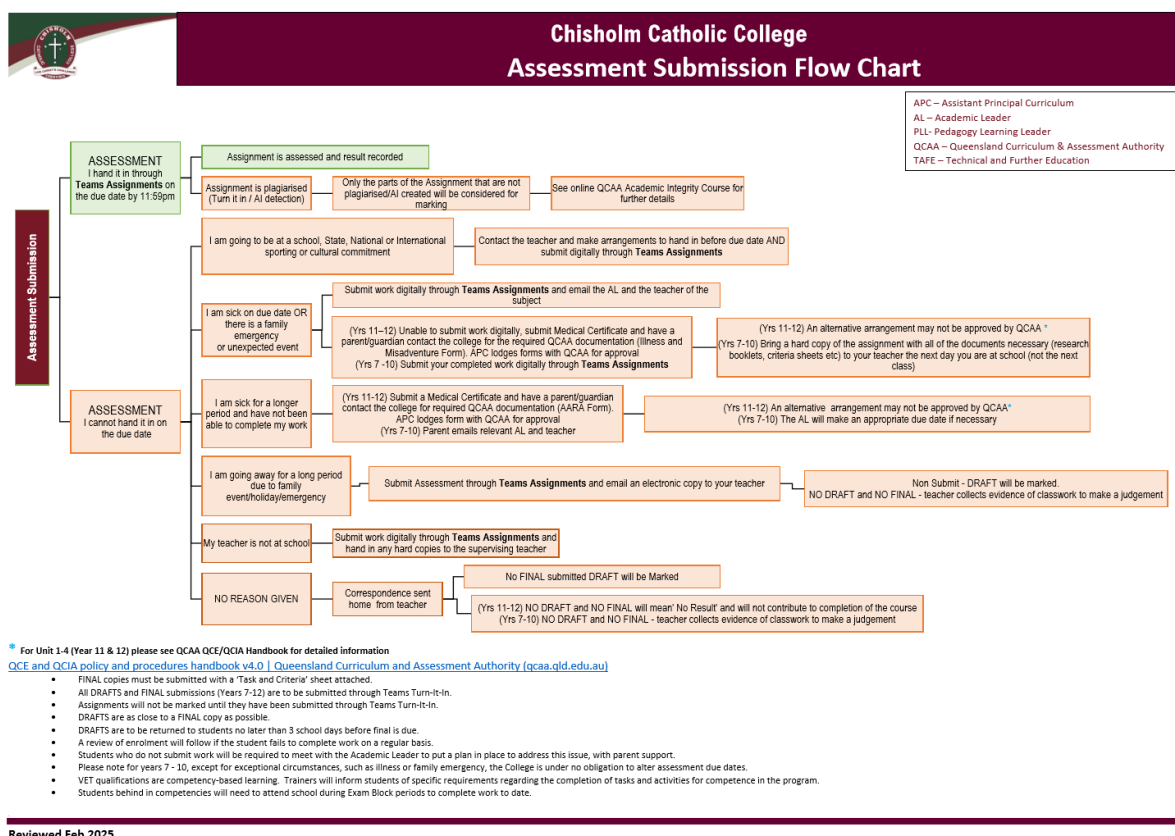
APPENDIX 1 - Exam Flowchart

PLEASE NOTE: Year 11 and 12 ultimately refers to the QCE / QCIA Handbook



Reviewed Feb 2025

APPENDIX 2 - Assessment Flowchart



APPENDIX 3 - Application for extension



Application for Reasonable Assessment Adjustment

Includes change of due date and assessment conditions

Student Name: _____

House: _____

Year Level: _____

Date: _____

Reason for seeking Adjustment and the impact on learning: (Attach documentation)

(Parent signature)

Subjects for which Adjustment is sought

Subject	Assessment Technique	Teacher	Adjustment

Adjustment Approved/Not Approved

Please tick

Subject	Yes	No	Reason (must be filled out if there is no adjustment)	Adjustment (Due Date)	Academic Leader Signature

APPENDIX 4 – Process for Applying for leave

Parents/carers need to apply for leave by contacting Mr Bottaccio (College Principal) via scornubia@bne.catholic.edu.au a. They may request to meet with him to explain some aspects of the reason for the absence.
2. An Application for Leave will be emailed to parents/carers to complete. The completed form will then be returned to Mr Bottaccio.
3. Mr Bottaccio will respond to the Application for Leave. This will refer to: a. The College's Attendance Policy and Guidelines b. The College's Assessment Policy and Procedures c. For Years 10-12, the Queensland Curriculum and Assessment Authority (QCAA) QCE Handbook
4. A Student Absence – Learning Plan will be emailed to parents/carers, which will require the student to speak with their teachers to discuss potential arrangements regarding assessment and missed classroom learning. a. Generally, teachers are not required to provide extra work. In most cases, work is available through the class' Shared OneNote, Chisholm Plus etc.
5. The completed Student Absence – Learning Plan needs to be returned to Mrs Van der Westhuizen (Assistant Principal – Curriculum) at least 1 week before the planned absence.

APPENDIX 5 – Application for leave



To be completed by the parent/carer			
1. Name of Student in Full			
2. PC			
3. Year Level			
4. Name of Parent/Carer			
5. Period for which exemption is sought (insert dates)	From	Click or tap to enter a date.	To Click or tap to enter a date.
6. How many school days are you seeking an exemption for?			
7. Reasons for applying for leave (please provide full details and attach documentary evidence to support this application e.g. statement from medical practitioner)			
<u>Reasons for Absence</u>			
Signature of parent/carer		Date	

Email: scornubia@bne.catholic.edu.au

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APPENDIX 6 – Student Absence Learning Plan



Student Absence – Learning Plan

Students who are taking extended absences from Chisholm Catholic College must have a Student Absence Learning Plan. This form will only be provided once an Application for Leave has been completed and signed by the [Principal](#).

To be completed by the student				
Student Name			Date	
PC			Year Level	
Reasons for absence:				
Period of Absence	From		To	

FOR TEACHERS:

Please talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials they may be provided to minimise the effect of absence to learning
- Information may be communicated to students via their class OneNote, email account, or via the email account for the parent entered in ~~eMinerva~~.
- Any planning adjustments that may be made to minimise the effect of absence to learning
- For Year 11 & 12, is an Access Arrangements & Reasonable Adjustments (AARA) required?

FOR STUDENTS:

- The student should contact all their teachers and take this form home with them once completed, to advise parents of the arrangements made.

PLEASE NOTE: ABSENCE DURATIONS ARE DEFINED AS –

SHORT – 1 week or less. Teacher may consider evidence already collected to from judgement on an assessment item.

MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle.

LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course study.

A copy of the Learning Plan will be kept on the [Student's](#) file.



Student Absence – Learning Plan

To be completed by the student		
Subject	Teacher Name Teacher Signature	Arrangement for Class/Assessment to be submitted
Religion		
English		
Maths		

To be signed by the parent/carer	
I have read through and understand the proposed Learning plan.	
Parent Name: _____ (please print)	
Parent Signature: _____	Date: _____

Please return your completed form for approval to:
Assistant Principal Curriculum – Mrs Van der Westhuizen

To be signed by the AP Curriculum	
I have read through and agree to the proposed Learning plan.	
Name: _____ (please print)	Position: _____ (please print)
Signature: _____	Date: _____

As at 23rd January 2024

Page 2 of 2

APPENDIX 7 – Non Submission Notification Draft

Subject: Non Submission of Draft Notification

Dear [Parent/Guardian's Name],

I am writing to inform you that [Student's Name] has not submitted the required draft assessment task for [Subject Name] by the due date. Submitting drafts is a crucial part of the learning process

as it allows teachers to provide valuable feedback that helps students improve their final submissions.

Please discuss this matter with [Student's Name] and encourage them to complete and submit the draft as soon as possible. If there are any extenuating circumstances that have prevented [Student's Name] from submitting the draft, please let us know so that we can provide the necessary support.

Thank you for your attention to this matter.

Kind regards,

[Your Name]
[Your Position]
Chisholm Catholic College

APPENDIX 8 – Non Submission Notification

Non-Submission Notification email:

Subject: Non Submission Notification

Dear [Parent/Guardian's Name],

I am writing to inform you that [Student's Name] has not submitted the required assessment task for [Subject Name] by the due date. This is a crucial component of their academic progress and it is important that all assignments are completed and submitted on time.

If there are any extenuating circumstances that have prevented [Student's Name] from submitting the task, please let us know so that we can provide the necessary support.

Thank you for your attention to this matter.

Kind regards,
[Your Name]
[Your Position]

Chisholm Catholic College