CLAIRVAUX MACKILLOP COLLEGE

ASSESSMENT GUIDELINES

AND PROCEDURES

Clairvaux MacKillop College values assessment as the purposeful, systematic and ongoing collection of evidence for use in making judgments about each student's learning. This information is used to grade student performance against syllabus criteria, to provide feedback on student progress and to inform our decision-making in relation to teaching and learning. Policies and Procedures follow the QCAA guidelines while aligning their school decision sections and recommendations with our Mission.

SUPPORTING DOCUMENTS AND WEBSITES

- QCE and QCIA policy and procedures handbook
  https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019
- QCAA Syllabuses
  https://www.qcaa.qld.edu.au/senior/senior-subjects/az-list
- QCAA Academic Integrity
  https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/7-academic-integrity
- QCAA Academic Integrity – for students
  https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html
- QCAA AARA
  https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara
- TAFE Queensland Student Rules and Policies
  https://tafeqld.edu.au/about-us/policy-and-governance/policies-and-procedures/student-rules-and-policies/index.html

Contents

1   POLICY

1.1   ACADEMIC INTEGRITY

Academic Integrity is the responsibility of staff, students and parents of Clairvaux MacKillop College. Staff model Academic Integrity in their everyday practices. The following procedures are followed at the College:

Academic staff at Clairvaux MacKillop College complete and refer to the Academic Integrity course for teachers

Students entering Years 11 and 12 will complete the course twice; once in Year 10 with a refresher prior beginning Units 3 and 4.

1.1.1 Student Learning and engagement	As outlined in the Student Behaviour Support plan, students are responsible for their own learning and as such have commitments and responsibilities in the classroom.	
	Student Commitment	**Student Responsibilities**
	• To do our best in all things	• To work consistently to the best of their ability by participating actively in class • To be prepared for all lessons • To be punctual and attend all lessons • To attend school regularly
	• To respect the rights of others as learners	• To participate fully in learning activities and experiences (curricular and co-curricular) • To refrain from disrupting the learning process
	• To accept responsibility for our own actions and decisions	• To complete all assessment tasks and homework on time and to the best of your ability • To ensure computer use supports learning and satisfies the conditions of College use • To be honest and own behaviour
	The Student Behaviour Support plan can be found at the following link: http://www.cvxmck.edu.au/bce-policies/Policy%20Documents/Student%20Behaviour%20Support%20Plan.pdf	
1.1.2 Submission of assessment	All assessment, including checkpoints and drafts will be submitted through Turnitin. All assessment instruments detail submission requirements including due dates, conditions, referencing and file types	

1.1.3 Policy Communication	The Assessment Policy is located at on the College website. http://www.cvxmck.edu.au/aboutus/Pages/College-Policies.aspx
	
	The policy is reviewed at regular intervals each teaching cycle.
	
	Relevant sections of the policy are reiterated to students at various times throughout the assessment cycles
	
	• When assessment calendars are published
	    o Via the college newsletter
	    o In email to all students
	• When exam timetables are published
	    o Via the college newsletter
	    o In email to all students
	• When assessment is handed to students
	    o In the class room
	• During the SET plan process
	    o Via the SET plan online platform

1.1.4 Due Dates	Clairvaux MacKillop College is required to adhere to QCAA policies for ensuring there is evidence of student achievement collected on or before the due date. If there is no evidence available at this time, the College will check to see if AARA is applicable. If a student is not eligible for AARA, the College will follow QCAA guidelines outlined in section 2.3.3 of this document. Assessment Calendars indicating final response dates and exams are published in advance. These are published via the school Newsletter and saved in the Parent Portal. Due dates for final responses, drafts and checkpoints are also communicated via individual task sheets. Assessment Calendars are emailed to all students with exam timetables emailed to Year 11 and 12 students. If students are not able to meet due dates, they will: • Complete the 'Temporary AARA Application Form' providing the relevant documentation prior the due date, if foreseeable, or on or as close to the due date as possible if unforeseen and due to illness or misadventure. The College is to be notified on or before the due date of the student's intention. • Communicate with the classroom teacher and Case manager if they are eligible for 'Long Term AARA' For more information, please see sections 2.3.1 or 2.3.2 of this document.

1.2 ENSURING ACADEMIC INTEGRITY – internal assessment

1.2.1 Scaffolding	Students will be exposed to two models of scaffolding in the classroom; Scaffolding for teaching and learning and Scaffolding for assessment instruments. There are distinct differences. Details of Scaffolding for teaching and learning are located on the QCAA website, using this link https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/7-academic-integrity/7.2-promoting#0 Scaffolding for Assessment Instruments. Scaffolding in assessments must still allow for students to come up with their own original response. Scaffolding should not lead a student towards a particular response. As students move through school, Scaffolding will change and slowly become less instructional. By units three and four, Scaffolding may include: • a timeline or checkpoints • guiding students to make predictions and/or reflect on their learning • providing prompts and cues for students about the requirements for their response
1.2.2 Checkpoints	Checkpoints give: • students an indication of how to plan their time to meet the task deadline • teachers an opportunity to monitor student progress • students and teachers a mechanism for managing task length and authentication Teachers will contact parents, carers and curriculum leaders if students fail to meet task checkpoints.
1.2.3 Drafting	Teachers provide feedback on a maximum of one draft of each student's response. This feedback may be in the following formats: written, verbal, tick sheet or a summary of feedback to the whole class. The format will be specified on the task sheet. Teachers will not mark drafts nor allocate an indication of a result on a student draft response during the checkpoint/drafting stage. It is important for students to realise that if a final response is not submitted then any evidence collected on or before the due date and time, such as a draft, will be marked in lieu of the final response if AARA may not be applied. Feedback may advise students to: • consider other aspects of the text, report, performance or activity they are creating or responding to. • develop their response to show more awareness of the audience. • give priority to the most important points by rearranging the sequence and structure of ideas. • conduct further investigation to support an argument or communicate meaning. and • adhere more closely to the referencing style selected by the school.

1.2.4 Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	Clairvaux MacKillop College is commited to ensuring equitable opportunities for all students by making reasonable adjustment to conditions of assessment. QCAA guides the school in making these adjustments.
	Schools must consider circumstance, reasonability, equity and QCAA guidelines when making these decisions.

Students are **not** eligible for AARA on the following grounds:
• unfamiliarity with the English language • teacher absence or other teacher-related difficulties • matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) • matters of the student's or parent's/carer's own choosing (e.g. family holidays) • matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Summary of the adjustments for which schools are required to apply to the QCAA	
Type of assessment	**Adjustment**
Summative assessment — internal examination	• extra time and/or rest breaks
Summative external assessment or Senior External Examination	• extra time and/or rest breaks • format of papers • assistance • assistive technology, including the use of a computer • a reader and/or scribe • a change of venue or request for alternate venue (changes to rooms should be recorded) • any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible access arrangements and reasonable adjustments.

1.2.5 Managing response length	All assessment has an indication of length requirements on the task sheet. All tasks have been checked for scope and scale meaning a complete response is possible within the guidelines but responses will need to meet the minimum requirement to adequately respond to the task. This may be described using things such as
	• page number range and size • word length range – detailing inclusions and exclusions • time length range – presentations • space provided indicates response length
	Students going over the maximum length required will not have their whole task graded; teachers will only mark up to the required length excluding any evidence over the prescribed limit.

1.2.6 Authenticating student responses	Task sheets will include details on what evidence will be used to authenticate student work. To establish authorship, students may be required to use strategies such as, but not limited to, the following: • Provide documentation of your progress at specific checkpoints • Use Turniitin to submit your response • Produce a unique response by following certain strategies, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports etc • When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task • Produce summaries during your response preparation. • Submit a declaration of authenticity • Acknowledge all sources using the APA style of referencing • Produce sections of the final response under supervised conditions Teacher initiated: • Ensure class cross-marking occurs • Compare the responses of students who have worked together in groups • Conduct interviews after submission to clarify or explore aspects of your response • Conduct interviews or consultations as you develop the response • Collect and annotate a draft • Collect copies of your response and monitor at key junctures • Observe you completing work in class • Provide class time for task completion If there is a need after submission, the following strategies may be employed: • teachers may compare responses to other students in a group, class or cohort • use plagiarism detection software • interview a sample of students • interview the student involved asking direct questions around the content covered / the response submitted. If a student's work cannot be authenticated, please refer to section 2.4

1.2.7 Managing non-submission of assessment by the due date	Students are expected to complete all course and assessment requirements.
	Assessment not submitted by the due date may not be graded. If this occurs, the teacher and the curriculum leader will consult to see if AARA may be applied. If there is no final submission available on or before the due date and AARA is not applicable, the following may occur:
	• evidence from an earlier submission (checkpoint/draft) may be marked
	• evidence in the student's work book may be matched against the task and criteria
	If there is no evidence to be found, the following will occur:

Years 7 - 10	Year 11 and 12
Students will be allowed one single lesson to provide a response. This will then be marked.	Units 1 and 2: Students will not receive a result for that piece. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility. Units 3 and 4: Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the students learning account.

1.2.8 Internal quality assurance processes	All assessment at Clairvaux MacKillop College is subject to an Internal Quality Assurance process with General Assessment items for Units 3 and 4 also subject to the External Quality Assurance process of Endorsement.
	All marks for items in Units 3 and 4 are provisional until the Confirmation Process with QCAA is completed.

1.3   ACADEMIC INTEGRITY – ACADEMIC MISCONDUCT

Type of misconduct	Examples
1.3.1 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 • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
1.3.2 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 gives or receives a response to an assessment.
1.3.3 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.
1.3.4 Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
1.3.5 Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
1.3.6 Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
1.3.7 Impersonation	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.
1.3.8 Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
1.3.9 Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).

1.3.10 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.
1.3.11 Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response

Procedures followed if a student is involved in a situation detailed above are found in sections 2.1.5, and 2.4

2   PROCEDURES

2.1   PROCEDURES FOR EXAMINATIONS

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

2.1.1   Exam Procedure

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

2.1.2   Equipment

- Students are responsible for bringing all necessary equipment to the examination. Equipment required will be detailed on the exam instructions. Equipment will not be provided if students do not have their own in the exam room.
- All forms of personal electronic equipment, except for approved calculators, are prohibited from being in a student's possession during an examination. This includes the wearing of Smart Watches, Fit bits etc.

- No books or papers will be brought into the exam room unless students are otherwise instructed.
- Notes that are permitted according to the conditions of the exam will be checked by the exam supervisor. If the notes do not meet the established conditions, they will be confiscated.
- Students who intend to use graphics calculators in any examination in any subject must declare those calculators at the start of the examination and allow exam supervisors to reset the graphics calculator.
- Any student who, in an examination, attempts to use a graphics calculator which has not been declared and reset will have the graphics calculator confiscated.

2.1.3 Absence from Examinations

- A student in Years 7-10 who is absent from an examination due to illness or injury must notify the subject teacher or Curriculum Leader on or before the day of the examination and present a doctor's certificate to the subject teacher on the first day of his/her return to College to arrange the completion of that examination.
- A student in Year 11 or 12 who is absent from an examination due to illness or exceptional circumstances must notify the Assistant Principal: Curriculum and relevant Curriculum Leader on the day of the exam or prior to the exam if it is an on-going medical condition. Students must present a Medical Certificate or other documentation along with an AARA application to the Assistant Principal – Curriculum on their return to school and make arrangements with Curriculum Leader for an alternate date to complete the exam. This is to be at the first possible opportunity.
- The Curriculum Leader or Assistant Principal – Curriculum will contact parents/carers on the day of the exam if no prior communication is made.
- Students in Years 7 to 10 who still need to complete their exam after the set date will be required to:
  - Complete the exam during class time, or
  - Complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher and the Curriculum Leader, and the Assistant Principal – Curriculum where needed.
- Students in Years 11 and 12 who still need to complete their exam following the set date will be required to:
  - If during Exam Block, complete the exam with another supervised exam.
  - If outside the Exam Block, complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher and the Curriculum Leader, and the Assistant Principal – Curriculum where needed.
  - Exam conditions such as length, time, leaving the exam room and equipment are still to be adhered to during these exams, unless special provisions apply, as explicitly granted by Assistant Principal – Curriculum.
- Practical subjects, such as Music and Drama, pose a greater challenge as they are inhibited by venues and equipment. Therefore, the exam would be completed at the earliest possible time. This decision would involve discussion between the Subject Teacher, the relevant Curriculum Leader, and the Assistant Principal – Curriculum for students in Years 11 and 12. The students will be required to:
  - Complete the exam during class time, or
  - Outside of class time, i.e. a lunch break or after school; or at a time where the set-up of equipment is possible.

- o If during Exam Block, complete the exam at a time that can be accommodated by the teacher's resourcing constraints.
- Group exams, such as drama performances, may also be more difficult to coordinate when a student is absent on the set date. Nonetheless, the exam must be completed at the earliest possible opportunity, within the constraints of time, space and resourcing that apply to the teacher and the other students. This decision would involve discussion between the Subject Teacher, the relevant Curriculum Leader, and the Assistant Principal – Curriculum for students in Years 11 and 12. The students will be required to:
    - o Complete the exam during class time. Or,
    - o Outside of class time, ie. a lunch break or after school; at a time where the student/s and teacher are available.
    - o If during Exam Block, complete the exam at a time that can be accommodated by the teacher, the teaching space, and the other students.

2.1.4   Absence Known in Advance

- Students in Years 11 and 12 are not eligible for AARA if circumstances are within theirs or their family's control.
- Students in Years 7 to 10 should not ask to change exam schedules to accommodate family holiday arrangements. Where an absence from an examination is foreseeable, parents are to contact the Principal in writing (email is preferred) so that a fair and reasonable arrangement may be made concerning the student sitting the examination. Students must obtain and complete an AARA application.
- Students in Years 7 to 10 who need to complete their exam following the set date will be required to:
    - o Complete their exam on the first available time upon returning to the College
    - o Complete the exam during class time, or
    - o Complete the exam through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher/s and the relevant Curriculum Leader/s, and the Assistant Principal – Curriculum where needed.
- Students in Years 11 and 12 who are eligible for AARA will be required to
    - o Complete the assessment at the approved time and date
    - o Complete a comparable piece of assessment if necessary to ensure integrity of the piece is maintained
- Students in Years 11 and 12 who are not eligible for AARA will be required to
    - o Complete the assessment piece prior leaving
    - o Complete a comparable piece of assessment if necessary to ensure integrity of the piece is maintained

2.1.5   Academic Misconduct during an exam

Disrupting during an exam is against our College's mission and the QCAA Academic Integrity guidelines. Disruptions during an exam are monitored and discerned by the Exam Supervisor. They may take the form of but not limited to the following:

- Drawing attention to yourself
- Making noise
- Making excessive movements
- Asking inappropriate questions

If a student disrupts an exam, the following may occur

- The student will be given one quiet, private reminder of the exam conditions and expected behaviour of students.
- If a student disrupts a second time they will be removed to the Curriculum Leader.
- The student's Parents / Carer will be called at this point
- The student may have forfeited their opportunity to sit the exam / complete work on their exam which will be marked at the point it was left.
- In exceptional circumstances, at the discretion of the Curriculum Leader in conjunction with the Assistant Principal Curriculum, the student may be allowed to complete their exam either in the original exam room or an alternate venue as decided by the Assistant Principal. The Assistant Principal: Students may also be consulted.

Cheating is a serious breach of examination conditions. A teacher may deem that a student has cheated if they see the student talking, looking in the direction of another student or their work, passing notes, and/or using or possessing unapproved notes or communication device/s, communicating with another student in any manner.

Where a case of cheating is detected by an exam supervisor, the teacher is to remove the offending material or to take note of or record the material which the student has copied from another student or from the plagiarised matter. The teacher will allow the student to complete the examination without the plagiarised material. If sections of the assessment have already been completed, the student, where possible, will be provided a clean copy of the assessment with the instruction to start where they had proceeded to in the original paper with the original paper being taken by the teacher.

At the conclusion of the examination the following procedure will be followed:
- The supervising teacher will report all details to the Curriculum Leader and Assistant Principal – Curriculum.
- The student will be given an opportunity to discuss the breach of examination conditions.
- The Curriculum Leader will determine the extent of the plagiarised work prior, disregard it and assess only the work determined to be the student's original work.
- A result will then be determined.
- If the examination paper is wholly or substantially affected by the cheating, the examination piece may be considered incomplete or invalid. If the piece is considered incomplete or invalid in a senior subject, the student may risk not completing the syllabus objectives, and, under QCAA guidelines, cannot be awarded a result for that unit in that subject. This will mean no QCE point can be gained for that subject and may put the student's QCE in jeopardy.
- Parents will be notified by the Curriculum Leader or Assistant Principal – Curriculum.
- Academic consequences for the infringement of the Assessment Guidelines and Procedures – Cheating will be determined by the Assistant Principal – Curriculum in consultation with the relevant Curriculum and Pastoral Leader.

2.2 PROCEDURES ASSIGNMENTS AND PRACTICAL TASKS

2.2.1 Assignments

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

2.2.1.1 Task Details

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

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

2.2.1.2 Drafts/check points

- All assignments will have draft or work-in-progress due dates.
- Drafts should meet the assessment task criteria in full where possible.
- Should teacher or peer feedback be a condition of an assessment piece, students may seek written feedback on only one draft per assessment piece that is submitted on time. It is a general expectation that students will demonstrate increasing independence as any given year or subject progresses. Draft feedback is not correction or marking of student work.
- Evidence in these drafts/check points may be used as supporting evidence of authenticity, or as a final submission, should a final copy not be produced by the due date.

2.2.1.3 Practical Tasks

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

2.2.1.4 Final Copy

- By the due date the student must submit the final copy in hard copy (unless otherwise stated in the task conditions), in an acceptable condition, and with a copy of the criteria sheet attached, along with any other supporting material as specified by the task sheet.
- There may be slight variations depending on the assessment item. In all cases students will be given clear and explicit directions on the task sheet regarding how assessment is to be submitted.
- All written responses or sections of responses will be submitted via Turnitin.
- Students are to electronically store a 'back up' version of the submitted assessment item.
- Students who are ill, injured or absent on the due date, must notify the College of any assessment which is outstanding that day and follow the guidelines for AARA applications.
- Any student who will be/is absent on the due date must still submit to Tunrnitin by the specified time on the due date. Upon return to school or as close as practicable to this date, they should produce a hard copy of the assessment item. This will be checked against the Turnitin copy for authenticity.
- In cases when the assignment is not provided on the due date, a Medical Certificate along with an AARA application will be required.

- If assessment is not received by the due date and, AARA may not be approved, the teacher will either:
  - Mark a draft or check point as a final copy.
  - Have a student complete the assessment during the first single lesson the student is present.

2.2.2   Spoken or Practical Assessment

2.2.2.1   Order of Speakers
- The order of speakers will be determined by the teacher or in negotiation with students.
- Students must be prepared to present on the day the task is due and/or a subsequent date allocated to a specific student by the class teacher prior to the date due. An inability to present on the due date will be treated as a non-submission unless AARA is applicable.
- All students must submit their script/presentation via Turnitin for their spoken task on or before the due date.
- If students are not prepared to present their spoken task when required to do so they may be required to verbally answer questions about the task and be graded according to their response**.**
- Teachers may take into consideration other written evidence gathered on or before the due date to make a judgement in cases where the student fails to present their response to the task.

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

2.2.2.3   Presenting with an audience
- Spoken tasks are presented in front of a common audience, i.e. the class, unless other conditions are specified by the task sheet.
- If a student whose disability, impairment, medical condition or other circumstance may affect their ability to respond to the task using the conditions given, they need to apply for AARA. The student must ensure that any such variation to conditions has been approved in advance and has consulted with their teacher around the varied conditions.

2.3   PROCEDURES FOR SUBMISSION OF ASSESSMENT

2.3.1   Extensions - Years 11 and 12
- Students in Years 11 and 12 are only eligible for an extension of time through a successful AARA application.
- Students who have Long Term AARA applications are to negotiate due dates with their teacher, Curriculum Leader and Assistant Principal Curriculum.
- Students applying for Intermittent or Short Term AARA must apply before the due date except in the case of unforeseen circumstances. If illness is a contributing factor, a Medical Certificate is required for all students in Years 11 and 12.
- The AP Curriculum will notify the subject teacher and Curriculum Leader of an approved extension of time.
- Where the student does not submit by the approved extended due date, non- submission

procedures will be followed. This will be communicated by the Curriculum Leader to the parents/carers.

2.3.2   Extensions - Years 7-10

- Students in Years 7 – 10 are only eligible for an extension of time through a successful AARA application.
- Students who have Long Term AARA applications are to negotiate due dates with their teacher and Curriculum Leader with the assistance of their Case Manager or Counsellor.
- Students applying for Intermittent or Short Term AARA must apply before the due date except in the case of unforeseen circumstances. If illness is a contributing factor, a Medical Certificate is required.
- The Curriculum Leader or Case Manager will notify the subject teacher of an approved extension of time.
- Where the student does not submit by the approved extended due date, non- submission procedures will be followed. This will be communicated by the subject teacher to the parents/carers.

2.3.3   Non-Submission by the Due Date (ALL Year Levels)

2.3.3.1   Drafts

The following procedures apply where a draft has been specified and the student fails to hand in a draft by the due date:

- If draft check point is not met, the classroom teacher will:
  - o   Give the student the first single lesson they are present for to respond to the task and take a copy of this to keep on record as a tool for authenticating the final response, or, if a final copy is not produced on or before the due date, evidence to be marked,
  - o   The teacher will contact the parents/guardian.
- Students will be required to submit a full draft within a negotiated timeframe as supporting evidence of authenticity and to be used as evidence if the final copy is not submitted on or before the due date. Drafts submitted after the due date will not receive feedback if that is a condition of the assessment

2.3.3.2   Final Copy, Presentation or Other

A final copy or other assessment task is considered to be complete only when all of the task conditions have been met. Should a student fail to submit an assessment task, of any type (if possible, written assessment should also be submitted through Turnitin) on the due date, then it is deemed to be a 'non-submission'.

If a student fails to submit their final copy, the teacher will:

- Check to see if AARA can be applied or has been applied and an extension granted
- Inform the student that they need to apply for AARA and who to meet with to support them
- Inform the parents of the need for an AARA application.

In the event of a non-submission, the following procedure will apply:

- The subject teacher will contact parents via email or telephone; the Curriculum Leader may be required to contact parents in unresolved situations,
- The subject teacher will apply the applicable criteria to draft or checkpoint evidence;
- If no draft or checkpoint is available on or before the due date, a result will be determined based on alternate evidence available, such as class notes or journal,
- Where no evidence exists on or before the due date, the teacher will give the student the

first single lesson the student is present for to respond to the task; this will be marked against the task criteria and a grade awarded,

- Where students have not submitted the required assessment in a semester, they may have insufficient assessment to be awarded a result for that Unit. This may impact the student's QCE eligibility.

2.4 PROCEDURES FOR PLAGIARISED ASSIGNMENT WORK

All written assessment, drafts and final responses, will be submitted to Turnitin.

Concerns about a student's suspected plagiarism will be discussed initially with the student. Where necessary, parents will be invited to meet with the subject teacher and/or Curriculum Leader.

- If the authorship of a student's assessment task is questionable or plagiarism is otherwise suspected, the class teacher, after consultation with the Curriculum Leader, may request that the student provides further evidence in support of their claim to authorship, through the submission of additional notes, plans or drafts.
- If it is determined that a student used work that was not their own and neglected to reference that work, the teacher will, through the use of Turnitin or other means, notionally delete the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. This will ensure the grade awarded is fair and equitable, not only for the student in question, but for all students.
- If it is determined that a student has used another student's work, the teacher will disregard the plagiarised matter and grade the rest of the work. Where the original authorship cannot be established, both students (the donor and the receiver) will have the common material disregarded in the teacher's grading of their work.
- The subject teacher will report the incident to the Curriculum Leader, and in the case of severe incidents, the Curriculum Leader will dialogue with the Assistant Principal – Curriculum and the relevant Pastoral Leader.
- If the assignment work is wholly or substantially plagiarised, the piece may be considered incomplete or invalid. If the piece is considered incomplete or invalid and is designated a mandatory piece in a senior subject syllabus, the student may risk failing to complete the semester, and under QCAA guidelines cannot be awarded credit for that semester in that subject.

- the teacher will contact the student's parents/carers concerning serious plagiarism cases, and in severe instances an academic interview will be scheduled with the relevant Curriculum Leader and/or AP Curriculum.
- Academic consequences for the infringement of the Assessment Guidelines and Procedures – Plagiarism will be determined by the teacher in consultation with the relevant Curriculum Leader, in conformity with QCAA guidelines; and in severe cases with the AP Curriculum and the relevant Pastoral Leader.

2.5 PROCEDURES FOR VET COURSES

2.5.1 Certificate and Diploma Courses at School

All Certificate and Diploma qualifications at Clairvaux MacKillop College are provided by external Registered Training Organisations (RTOs). Our teachers deliver the course work in accordance with

the RTO's advice.   All Certificate and Diploma teachers communicate to students their responsibilities with regards to the following:

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

The Program Leader: Vocational Pathways in conjunction with the relevant Curriculum Leader will follow up students with regards to:

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

While the RTO is responsible for the final deadline, the individual teachers at Clairvaux MacKillop College will instigate internal check points, and final due dates for each term's work to alleviate higher workloads for students at the end of the term/semester, and to ensure students meet the requirements of the course. Students will need to complete tasks assigned before new tasks are opened. Teachers will communicate with parents regularly if students are not meeting these deadlines.

2.5.2   TAFE Certificates and Courses outside of school

Students attending TAFE have the same attendance expectations as if they were here at school. They must notify the TAFE and the College if they are late or absent on a TAFE day. Students missing school classes to attend TAFE must contact their classroom teachers every lesson they miss. This should be by email either the day before or on the day of TAFE.

Please find below Policy, Procedure and student expectations as outlined by TAFE Queensland.

TAFE Queensland acknowledges the diversity of the student population and recognises that the personal circumstances of students are varied and can pose challenges for undertaking studies. Students are encouraged to use the support mechanisms to assist them to meet these expectations.

Students are provided, at the commencement of their course, with a Unit of Study Guide that covers their week to week activity and the assessment requirements of the Unit/Units of study. This is their plan of study in relation to assessments and the set assessment location and times.

Students are expected to make satisfactory progress in their studies within grade deadlines and/or close of study (COS) for each unit regardless of study mode. If they are having difficulties in the progress of their study, they are expected to take all possible steps to improve their performance. This includes but is not limited to discussing issues with their teacher or a support officer.

If a student has a continued pattern of failing to achieve satisfactory progression they may be deemed to be in breach of the TAFE Queensland Student Rules.

TAFE Queensland defines student misconduct as any behaviour or action that is deemed inappropriate and can disrupt the learning of the student and others; interfere with campus operations; inhibit or prevent staff members from carrying out their duties; endanger the health and safety of themselves, other students or staff; or criminal activity.

In undertaking studies, students are expected to:

- Work to the best of their abilities and make genuine attempts to progress successfully by meeting course requirements and deadlines for assessment and by maximising attendance and/or engaging with learning activities.   Students must attend all classes to pass this course (exceptions will be made for illness and important school activities e.g. camp). When a student is sick the parent is to send a note to the teacher or a medical certificate.   The school is to let TAFE know when the student is required on an important school date.

- Provide to the teacher written parental permission for lateness, early departures or leaving campus,

- Behave in a manner that does not impair the reasonable freedom of other persons to pursue their studies and participate in activities.   Consequences of poor behaviour are outlined below:
  o First warning
  o Second warning – school notified
  o Third and final warning – school notified and a learning contract is commenced.
  o If behaviour re-occurs after the final warning the student will be suspended as per the student rules, specifically section 13. Please see TAFE Queensland Student Rules and Policies

- Comply with all assessment instructions, submission and collection requirements as outlined in the Study Guide and by the teacher.

- Liaise with their teacher, if due to personal illness or other extenuating circumstances they need to defer or require an extension for an assignment (documentary evidence will be required).

- Undertake assessment honestly, without any form of cheating, plagiarism or collusion.

- Dress in a manner that is neat, clean, and safe at all times, and in a manner that would be expected in the workplace If the student does not comply with the dress code for that course, they will be excluded from the simulated workplace and a parent notified to either bring appropriate clothing or pick up the student.

- Use information technology resources and other learning or support facilities provided, including library and computer laboratory facilities.

- Mobile phones, sound and photographic equipment and other electronic devices are not permitted to be used in classrooms (except where required for study purposes).

- Refrain from intimidating or bullying behaviour

- Refrain from harassing, discriminating against or vilifying others on the basis of gender, race, ethnicity, sexuality, religion, age, disability, beliefs or opinions, or background.

- As they are now in the adult learning environment, students are expected to conduct themselves in a professional manner while undertaking work integrated learning activities, such as work experience, vocational placements, and excursions.

2.5.3   Apprenticeships and Traineeships

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

Apprenticeship or Traineeship day. Students missing school classes to complete Apprenticeships or Traineeships must contact their classroom teachers every lesson they miss. This should be by email either the day before or on the day of the Apprenticeship or Traineeship.

Each Employer, Supervisor and trade will have slightly different expectations. As a general guide, the below is applicable.

Students are expected to engage in the business and meet deadlines. If they are having difficulties, they are expected to take all possible steps to improve their performance. This includes but is not limited to discussing issues with the Program Leader: Vocational Pathways at school or directly with the immediate supervisor or employer. Students who continuously miss deadlines may have their Traineeship or Apprenticeship terminated.

Misconduct may be construed as any behaviour or action that is deemed inappropriate and can disrupt the learning and work of other students, employees, customers or others; interfere with business operations; inhibit or prevent staff members from carrying out their duties; endanger the health and safety of themselves, other employees, staff or customers; or criminal activity.

<u>In undertaking an Apprenticeship or Traineeship, students are expected to:</u>

- Work to the best of their abilities and make genuine attempts to progress successfully by meeting course requirements and deadlines and by maximising attendance and/or engaging with learning activities.   Students must attend all days (exceptions will be made for illness and important school activities e.g. camp). When a student is sick the student is to inform the school and supervisor or employer first thing that morning and then provide a doctor's certificate in accordance with the expectations of the employer. The student is to let the employer know if they are required to attend important school dates such as camps or exams.

- Arrive on time and only leave once a departure time is designated by the Apprenticeship or Traineeship supervisor or employer.

- Behave in a manner that does not impair the reasonable freedom of other persons to pursue their work and participate in activities. Poor behaviour may result in the student's Apprenticeship or Traineeship being terminated. This may also affect future opportunities of gaining an Apprenticeship or Traineeship while at school.

- Comply with all assessment and competency instructions, submission and collection requirements as outlined by the employer, supervisor or trainer.

- Liaise with the school, their employer or supervisor, if due to personal illness or other extenuating circumstances they need to be absent for a period of time.

- Dress in a manner that is neat, clean, and safe at all times, and in a manner that is expected in the workplace this includes uniforms, footwear and grooming. If the student does not comply with the dress code they may be sent home from the workplace.

- Mobile phones, sound and photographic equipment and other electronic devices are only to be used when students are explicitly instructed to.

- Refrain from intimidating or bullying behaviour

- Refrain from harassing, discriminating against or vilifying others on the basis of gender, race, ethnicity, sexuality, religion, age, disability, beliefs or opinions, or background.

- As they are now in an adult environment, students are expected to conduct themselves in a professional manner.

2.6   PROCEDURES FOR LEAVE FROM SCHOOL

Students are expected to attend school from the first day of school to the last day of school each term. Parents seeking leave from school for their child for sporting, cultural or family commitments must make a request in writing to the Principal.

For students in Years 11 and 12, QCAA do not allow AARA, specifically, adjustments to assessment dates to accommodate events within the student or family's control.

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

2.7   PROCEDURES FOR STUDENTS WHO FAIL ASSESSMENT

Subject teachers will advise parents by email or telephone if a student does not pass an assessment piece. Assessment includes any spoken, written or practical task. For VET subjects, teachers will contact parents if any student fails to meet competency in any given unit/module of work.