The BUSY School Assessment Policy

Purpose:

The BUSY School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. Students will complete three core Applied Senior subjects, endorsed through the Queensland Curriculum and Assessment Authority (QCAA). Typically, all students will complete Essential English, Essential Mathematics and Social & Community Studies plus additional electives/courses from a range Vocational Education and Training courses under the Australian Qualifications framework to be eligible to accrue a minimum of 20 credits towards a Queensland Certificate of Education (QCE). This policy is designed to build capacity as students work towards summative assessment completion for the QCE. Some identified students will complete an alternative course of study that may include Short Course Literacy and/or Numeracy. On occasions, a student may be identified to complete a pathway for a Queensland Certificate of Individual Achievement (QCIA).

Scope:

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available the QCAA website via and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses.

References

TBS Student Code of Conduct
TBS Acceptable use of IT & T Services Policy
TBS Use of Generative AI policy
QCE & QCIA handbook v6

Review Date: Review every 2 years, or aligned with reviews completed by the QCAA

Next Review Date: 04/2027

Principles

The BUSY School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continue to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt, and assessed

- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable, or repeatable.

Promoting academic integrity

The BUSY School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://www.busyschools.qld.edu.au. All questions regarding this policy should be directed to the campus Curriculum Coordinator(from teachers and students). Parents, carers or the public should email admin@busyschools.com.au Copies also available for download on Compass, Microsoft Education TEAMs, attached to newsletters etc. To ensure the assessment policy is consistently applied, it will be constantly referred to by teachers, reminding students of the contents and key sections. • when the assessment calendar is published and distributed • in subject classes when each task is handed to students in the newsletter and by email in response to phases of the assessment cycle, as appropriate.
Expectations about engaging in learning and assessment Section 2 Section 8.2.1	The BUSY School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Due dates for some students within the same cohort may vary due to unique circumstances such as AARA approved extensions, late enrolment catch ups etc. Students are expected to: • engage in the learning and assessment for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. Students cannot repeat single assessment instruments. If repeating, a student must repeat all learning and assessment for a unit (Unit 1 and Unit 2) or for a pair of units (Units 3 and 4).

Assessment Notice periods and Due dates Section 8.2.7 Section 8.2.8	The BUSY School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. An assessment calendar will be handed out to students and shared via the campus newsletter for parents/carers. Due dates for final responses, checkpoints and drafts will be published in the assessment calendar. The calendar is distributed to students and parents and carers either in person or via email or newsletter. A copy of the calendar will also be available on TEAMS. The assessment calendar 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 2 each term • consider allocation of workload. Students are responsible for: • planning and managing their time to meet the due dates informing the school as soon as possible if they have concerns about assessment load and meeting due dates. Teachers will give students verbal reminders of due dates at least 2 weeks (14 days) prior to the due date. In cases where students are unable to meet a due date, they will: Inform the campus Curriculum Coordinator and subject teacher as soon as possible and complete the assessment after filling in the extension application form. The Curriculum Coordinator will consult with the Campus Principal or Assistant Principal for approval of the extension • provide the school with relevant documentation, e.g. medical certificate adhere to alternative arrangements for submission of assessment) within school days period only), if applicable, as decided by the school. The assessment extension application form (Appendix 1) can be downloaded from Compass or TEAMs or can be collected from the Curriculum Coordinator.

Submitting, collecting, and storing assessment information Sections 9.1,9.2 & 9.3 **Section 13.3**	Assessment instruments will provide information about The BUSY School's arrangements for submission of draft and final responses, including due dates, conditions, and uploading of file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via email, Microsoft TEAMs, or in person as per campus directed submission method. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in a secure place.
Appropriate materials Section 8.2.2.	The BUSY School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Considerations include: how texts and stimulus materials are used, chosen, and monitored in teaching and learning and the production of work by students how the appropriateness of topics, texts, materials and areas of study are determined for students. Individual campuses select appropriate texts etc. for their cohort.

Ensuring academic integrity

The BUSY School 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.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to an expected or predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints Sections 8.2.7, 8.2.8	Checkpoints are used to monitor the work of students as part of a developmental process and will be detailed on student task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment by: • clarifying assessment expectations for students. e.g., task requirements • discussing progress towards the task completion • helping students develop strategies to submit assessment by the due date • ensuring students are creating assessment in the correct model • gathering evidence on or before the due date • providing points of intervention, if needed • embedding authentication strategies. The campus Curriculum Coordinator and parents/carers will be contacted if checkpoints are not met.
Drafting Section 8.2.5	At The BUSY School drafting is mandatory. Drafting is a key checkpoint as it allows students to obtain feedback. Types of drafts differ depending on subject, e.g., written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non- submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language, or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation, and calculations • allocate a mark. A copy of the feedback will be stored digitally on the M-drive or in Microsoft Teams. Hard copies will need to be scanned and saved as pdf documents. Due to storage space restrictions, any hard copies of drafts will need to be disposed of after the final copy has been marked and graded. Parents/carers will be notified by email or via text messaging about non-submission of drafts. Typically, students will be required to complete and submit a draft in the following lesson, or as determined by the Curriculum Coordinator.

Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the following measures will be taken: • allow a student to redact their response to meet the required length before a judgment is made on the student work. The redaction should be carried out within a limited time during the presence of the teacher, so that the concerned student does not gain advantage of extra time over the rest of the students. If after redacting words or shortening a video or audio recording, the response length conditions are still not met, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit. In these circumstances, teachers annotate any such student work submitted for QCAA Applied subjects' quality assurance purposes, to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. The BUSY School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Sections 6, 8 and 9	**Applications for AARA** The BUSY School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition, or other circumstances may affect their ability to read, respond to or participate in assessment. The BUSY School follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available via the QCAA website. The Campus Principal or Principal's Delegate (QCAA) manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Campus Principal or their QCAA delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. **Applications for extensions to due dates for assessment and/ or missing a supervised examination session for unforeseen illness and misadventure.** Students and parents/carers must contact the Curriculum Coordinator as soon as possible and submit the relevant supporting documentation. Copies of the AARA medical report template, extension application and other supporting documentation, if required, are available from the Curriculum Coordinator.
Final assessment submission process	Student assessment may be submitted via the following methods: *In person to the subject teacher or the Curriculum Coordinator* • by 3.00pm on the due date • Assessment will not be accepted unless the cover sheet is handed in with each task. Authenticity forms and assessment cover sheets(optional) can be collected from your teacher. Students must sign the authenticity form. • It is the student's responsibility to ensure that all parts of the assessment are secured. *Via email* • Assignments can be emailed to the subject teacher's work email address • **Emails must reach the teacher's email inbox before 11.59pm on the due date** otherwise the assignment will be deemed a late submission. • The teacher should email back the student as proof of receipt. *Via Teams* • If requested by the teacher

Oral / multimodal presentations	Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher / campus Curriculum Coordinator, such as: • Presenting during separately allocated time to the teacher. • Presenting during separately allocated time to the teacher and a small audience of the student's choosing. • Submitting a video recording of the presentation using the recording function in PowerPoint or presentation application. Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject. Once complete, the teacher will ensure that the assessment is marked as completed.
Group assessment	In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances / presentations, present using "fill in" group members taking on the roles of the absent students. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.
Managing non-submission of assessment by the due date Section 8.2.7	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations): • The evidence provided by the student for the purpose of authentication during the assessment preparation period will be used by teachers to make judgments. If no evidence is available from the checkpoints, submission of a draft, completion of class tasks or similar, 'Not Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. Teachers are encouraged to embed class tasks during quality teaching and learning that enables students to develop responses that could be considered as evidence, should an assessment not be submitted. Students with approved extensions are exempted. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 9.1 Section 9.2 Section 9.3	The BUSY School's quality management system ensures valid, accessible, and reliable assessment of student achievement. Moderation meetings with the campus Curriculum Coordinator and between peer teachers include: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Review Section 11.1	The BUSY School's internal review processes for student results (including NR) for all subjects is equitable and appropriate for the local context. The Head of Curriculum and Assessment meets fortnightly with campus Curriculum Coordinators to discuss students' results, progress and those at risk of not submitting assessment, complete calibration activities for assessment instruments, and subsequent moderation of subject results. At the end of every assessment period, Curriculum Coordinators conduct internal moderation with subject teachers. Moderated samples are submitted to the Head of Curriculum and Assessment for quality assurance. If required, a campus may need to re-mark assessment and consider judgments. Proactive strategies are used to support students to submit and develop a response for assessment to avoid non-submission and thus, an NR result being recorded.
Storage of marked assessment responses.	Assessment data at The BUSY School must be digitally stored on the M-drive or on TEAMs platform. The Curriculum Coordinator is responsible for creating folders for each subject / class/ student where all assessment will be digitally stored. If assessment was completed on hard copies, the copies should be scanned and saved as pdfs. All student assessment responses contributing to certification results must be stored securely until at least Semester Two of the year after students graduate from Year 12.

Managing academic misconduct

The BUSY School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
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 materials or AI • 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.	For authorship issues When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. For all instances of academic misconduct Results will be awarded using evidence from the preparation of the response that is available that is

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.	verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. For instances of academic misconduct during examinations, it will be determined which component of the examination involved academic misconduct. Depending on the outcome, the component of the examination that involved academic misconduct cannot be marked. The result of the examination will be based on the student's own work.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
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.	*Refer above for all types of misconduct
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references, or misleading information generated from the use of AI.	
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 completes a response to an assessment in place of another student.	

Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or work generated via Artificial Intelligence (AI) tools, without attribution (another person's work may include text, audio- or audio-visual material, figures, tables, design, images, information or ideas).
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.
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.

Summary of revisions (November 2024)

Section	Revision
Throughout the document	Update school logo to current Update BUSY Schools to The BUSY School Update of QCE & QCIA handbook section referencing to align with Version 6(2025)
References	Include two extra references
Location and Communication of policy	More options for location Teacher role in reminding students to refer to policy
Expectations about Engaging in learning and assessment	Clarification on varying due dates
Assessment notice periods and due dates	Clarity on assessment calendar distribution and on approval of extensions
Internal Assessment administration	• Information on the disposing of draft assessment copies • Information on extra methods of communication to parents/carers • More guidance on managing response length • Responsibility of AARA application approvals • More directives on assessment submission conditions and methods • Alternative arrangements for multimodal or spoken responses for eligible special circumstances
Managing Academic misconduct	Reference to use of Generative AI tools

Appendix 1

Assessment Task Extension Application

Ensure appropriate documentation is attached. Return to the campus Curriculum Coordinator.

Student's Name_____ Class_____

Assessment Task_____ Subject _____

Date Due _

Reason for Application for Extension or Change

Attach appropriate documentation *(Tick box)*

☐ Illness
Medical Certificate must be attached

☐ Misadventure
Attach documentation

☐ Other _____
Please specify

Outline details of the circumstances that have adversely affected your ability to complete the Assessment Task by the due date. (Attach extra sheets if necessary)

_____

_____

_____

_____

_____

Student's Signature _____ Date _____

Parent / Carer Signature _ Date _____

Comments _____

Office Use Only

Determination: ☐ Approved ☐ Not Approved

Comparable Task Approved: ☐ Yes ☐ No

Curriculum Coordinator Signature _____ Date_____

Comments _____

Appendix 2

Original Application Form to be placed on student's file

Curriculum Coordinator to detach Approval Notice (below) and return to student

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Assessment Task Extension - Approval Notice (to be attached to Assessment Task by student)

It is the student's responsibility to show this Approval Notice to class teacher prior to original due date.

Student's Name_____Class_____

Assessment Task_____Teacher _____

Comparable Task ☐ **No** ☐ **Yes**

Original Date Due _____ New Date Approved _____

Reason for Approval
☐ Illness ☐ Misadventure ☐ Other _____

Curriculum Coordinator Signature _____Date _____

***Supporting documentation**
Supporting documentation must be submitted with the applications as follows:
• For medical circumstances, a report from an independent health professional that includes
- details of the illness, condition, or event (including diagnosis and date of diagnosis/onset, if applicable); a general statement, such as 'unfit for duty' is insufficient
- 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's participation in the assessment.

• For non-medical circumstances,
Written evidence from a relevant independent professional or other independent third party such as a social worker, police officer, solicitor, member of the clergy, or funeral director.