



CURRICULUM & ASSESSMENT POLICY & GUIDELINES

Prep to Senior School Inclusive

Updated February 2024

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SCOPE

This policy provides information for teachers, students, parents and carers about the roles, responsibilities, processes and procedures to ensure the integrity of curriculum delivery and assessment at Calvary Christian College. The framework for this policy is aligned with the Queensland Curriculum and Assessment Authority (QCAA) [QCE and QCIA policy and procedures handbook](#) and relevant policies and procedures of Calvary Christian College. This policy applies to all subjects offered and undertaken from Prep to year 10 and to Senior Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all departments.

PURPOSE

Calvary Christian College is committed to an educational philosophy of intentional excellence that encourages all students to achieve personal excellence by developing their God-given talents and abilities. This policy is designed to build capacity as students work towards summative assessment achievement for the Queensland Certificate of Education (QCE) at the completion of year 12.

As a College, we prioritise understanding and enhancing our assessment and reporting practices about Achievement Standards, Competence Indicators, and Performance Standards, and how this information is shared with parents and carers. This policy aims to ensure consistency in approach and assessment and reporting standards across the College, encompassing all students from Prep through to Year 12. Whether implementing the Australian Curriculum or programs within the QCE, Calvary Christian College's assessment is embedded in formative and summative practices and aligned with relevant performance standards. These principles are reflected in teaching programs, assessment practices, and reporting and feedback provided to parents/guardians.

Assessment processes should be transparent, valid, and consistent, providing students and families with informative feedback about their child's progress. This will be achieved through effective communication with staff, parents, carers, and students. Students must know what they need to achieve, by when, and how their work will be assessed. They should have a clear understanding of the criteria for assessment and the performance standards, enabling constructive dialogue about areas for improvement and how to enhance their learning experience.

Parents/Carers will receive formal end of semester reports available through their Parent Portal. These reports will be the culmination of evidence of learning (formative) and reportable (summative) assessment tasks throughout the semester. Parents/Carers will have the opportunity to meet their child's teacher/s twice a year at the scheduled interviews. Calvary is always committed to effective communication with parents/carers, and are encouraged to maintain that avenue at any time throughout an academic year, via emails or phone calls through the relevant College office.

PRINCIPLES

Calvary Christian College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

At Calvary, assessment is designed during the planning of the teaching and learning processes in a collaborative manner ensuring consistency and connection to the teaching and learning sequence. Formative (Evidence of Learning/Learning Moments) and summative (reportable) tasks are evident in all planning for teachers to provide constructive feedback that nurtures growth and improvement.

Assessment may include examinations, practical demonstrations, performance or product that allows students to demonstrate the curriculum descriptors or syllabus objectives.

Assessment should be:

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using established standards to make defensible and comparable judgements about students learning.
- Ongoing, with a range and balance of evidence compiled over time to reflect 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 journey.

Three attributes characterise high-quality assessment:

1. Validity, through alignment to what is taught, learnt and assessed.
2. Accessibility, so that each student is given opportunities to demonstrate what they know and can do.
3. Reliability, so that assessment results are consistent, dependable or repeatable.

The purpose of assessment is to provide information to improve student learning:

- **ASSESSMENT *OF* LEARNING** - occurs when teachers use evidence of student learning to make judgements about student achievement against goals, outcomes and standards.
- **ASSESSMENT *FOR* LEARNING** – occurs when teachers and students use evidence of individual progress to inform future learning and teaching. Teachers and students use this information about learning to advance and broaden individual progress and achievement by designing future learning possibilities, building on student's prior learning.
- **ASSESSMENT *AS* LEARNING** – occurs when students reflect on and monitor their progress to inform future learning goals. Assessment of learning enables students to build knowledge of themselves as learners and become more aware of how they learn.

At Calvary Christian College, assessment tasks are collected in two forms: -

1. Evidence of learning (**Formative**) – Assessment for Learning
 - Using pre-assessment to guide teaching for the unit.
 - Using assessment to help prepare students for summative assessment pieces.
 - Using assessment to help students to develop strategies for their learning.
2. Reportable Assessment Tasks (**Summative**) - Assessment of Learning
 - Designed to give students ample opportunity to demonstrate their acquisition of concepts, knowledge and skills covered in the unit of study.
 - Assessment data is used to inform future teaching.
 - Task and assessment sheets are developed for each summative task.
 - Assessment tasks (and learning activities) are varied in nature and consider different learning needs, abilities and learning styles.
 - Teachers provide meaningful feedback to students for ideal progress.

REPORTING TO PARENTS/CARERS

Calvary Christian College is committed to reporting to parents on a regular basis in the following formats.

- **Formal written reports** accessible through the College MyCalvary Parent Portal twice a year – at the end of Semester One and the end of the academic year (end of Semester Two).
- **Parent/Carer interviews** with classroom/subject teachers twice a year to provide progressive verbal reports concerning student effort and progress. These will be conducted at the completion of Term 1 and Term 3.
- **Formative evidence** (Assessment FOR learning) will be gathered throughout the learning journey each term and written feedback provided to students that will give guidance to improve their outcomes. This will be accessible to parents/carers through the MyCalvary Parent Portal at points of time throughout each term.
- **Summative evidence** (Assessment OF learning) will be the reportable culminating tasks for a unit of work and provide the student and parents/carers with a holistic picture of the standard of work completed according to the relevant Australian Curriculum/Queensland Syllabus descriptors and criteria.

EVIDENCE OF LEARNING - FORMATIVE ASSESSMENT COMPLETION

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

REPORTABLE ASSESSMENT - SUMMATIVE COMPLETION IN YEAR 12

In order to achieve an overall result, a student must complete both Units 3 and 4 (as a pair), providing responses to each of the summative internal assessments and the external assessment for the subject.

SENIOR SHORT COURSES

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

EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

Calvary Christian College has high expectations of academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. The College encourages all staff to review these courses regularly and to apply for QCAA assessor roles.

Senior students (10, 11 & 12) 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 school year, and relevant processes will be revisited by teachers:

- when the assessment schedule is published
- when each task is handed to students; and
- parent information opportunities through MyCalvary or parent teacher interviews

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

- Forward planning - understanding the components of a 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.

The whole school community, staff, students, parents, and caregivers have roles and responsibilities in this context.

QCAA QCE Handbook References: [Section 1.2.4](#), [Section 2](#), [Section 8.5.1](#)

PROMOTING ACADEMIC INTEGRITY

Calvary Christian College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole College procedures support this endeavour.

DUE DATES

Calvary Christian College is responsible for gathering evidence of student achievement on or before 6pm on the due date for internal assessment instruments.

The assessment schedule will:

- align with curriculum (P-10) and syllabus (11/12) 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 applied consistently.
- be clearly communicated by the end of week two of each term.
- consider the allocation of workload.

Teachers will notify students of an assignment in writing via the Assessment schedule, Student MyCalvary calendar and Task Sheet, including the following information:

- clear and specific statement of the assigned task
- length, structure, time, method of presentation, etc
- specific dates/week for the presentation of checkpoints, drafts and final copy
- the standards required for a specific level of achievement, including evaluation criteria.

STUDENT RESPONSIBILITY

- All students will be provided with their assessment schedule for the term by Week 3.
- Students are responsible for ensuring they check that these dates are recorded in their digital calendars (as per 'Due work' entries) and adhering to these due dates.
- Students are responsible for planning and managing their time to meet the due dates.

- Students and parents/carers can find teacher and other relevant academic leader emails to help with communication through the MyCalvary platform.

ASSIGNMENT EXTENSIONS/EXEMPTIONS (AARA) *[SEE APPENDIX 3]*

An extension/exemption from an assignment can only be granted in the following situations:

1. Long-term illness (Medical certificate required for students in Years 10 to 12)
2. Family bereavement or difficulties (Documentation required)
3. Exceptional circumstances as determined by the Head of Department (HOD), Assistant Director, Director and/or Deputy Principal

Any request for an extension is to be made to the relevant HOD, Assistant Director, Director or Deputy Principal (Principal's Delegate) at least **two days prior to the due date** using the appropriate form obtained from the relevant College office. The granting of extensions is at the discretion of the relevant HOD, Assistant Director, Director or Deputy Principal (Principal's Delegate)

Calvary Christian College is required to adhere to QCAA policies concerning due dates.

QCAA QCE Handbook References: [Section 8.5.2](#), [Section 8.5.3](#)

DRAFTING OF ASSESSMENTS AND CHECKPOINTS

Drafting assignments is a standard procedure to ensure the authenticity of student work. It also assists the school in collecting evidence during the assessment and judgement process. A draft is an early version of a student's full response to an assessment instrument. A draft can be used to provide feedback on a response and authenticate student work. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. In most subjects, students will be required to submit a draft copy of assignments at an agreed time prior to the submission of the final piece of assessment. This enables more authentic feedback to be provided to assist in the production of quality work. In instances where the draft piece is provided after the agreed time, verbal feedback may be provided by the teacher, depending on time and workload constraints.

Only students who have a pre-approved Access Arrangements and Reasonable Adjustments (AARA) decision, may hand in the draft for an assessment task after the due date for the task as negotiated with the HOD and/or Principal's Delegate (Deputy Principal).

For students who fail to submit a requested draft, an academic pastoral care entry, and referral to relevant Head of Department will be made.

For Year 11 & Year 12 students

Drafting is considered a mandatory checkpoint that meets the QCAA requirements of authentication of the student's work (section 7.2 QCE and QCIA Handbook v1.5). Students are expected to take advantage of the drafting / editing processes relevant to the subject area. The QCAA (section 7.2.2 QCE Handbook) permits the feedback only one draft per student. Students' submission of a 'full and final copy' at draft stage will assist in improving the quality of final responses to assessment items.

Drafting Feedback

Teachers may use a range of suitable strategies to provide feedback on the draft response. Drafting is a consultative process, not a marking process, and due care must be taken by the teacher not to compromise the authenticity of the student's work. The strategy chosen to deliver feedback to students may differ depending on the mode of response.

Possible strategies include:

- written feedback,
- verbal feedback,
- feedback provided through questioning,
- a summary of feedback and advice to the whole class.

PROVIDING FEEDBACK ON A DRAFT

For all students

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, criteria sheet, instrument-specific standards or syllabus standards. Feedback on drafts will not include a suggested grade result.

For Year 11 and Year 12 Students

Teachers provide feedback on only one draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Late or Non-Submission of Drafts

For all students

The following process will take place if a student has not satisfactorily completed their draft or associated work/checkpoints by the prescribed due date either via MyCalvary 'Due Work' (by 6pm) or printed hard copy at the end of the school day:

1. The College will contact a parent/carer via email concerning their child's non-submission and breach of the College's Assessment Policy
2. The student will complete a supervised lunchtime session to work through the issues of non-submission with a Curriculum Leader (HOD/ADOC/DP) and to complete the draft and/or checkpoint requirements. Students who complete this before the tutorial will need to attend the session to verify the completion.
3. Only students with a pre-approved Variation to Assessment (submitted through the HOD/Learning Enrichment) or AARA may hand in the draft/checkpoint submission for an assessment task after the due date as negotiated.

Submission of Final Assessment

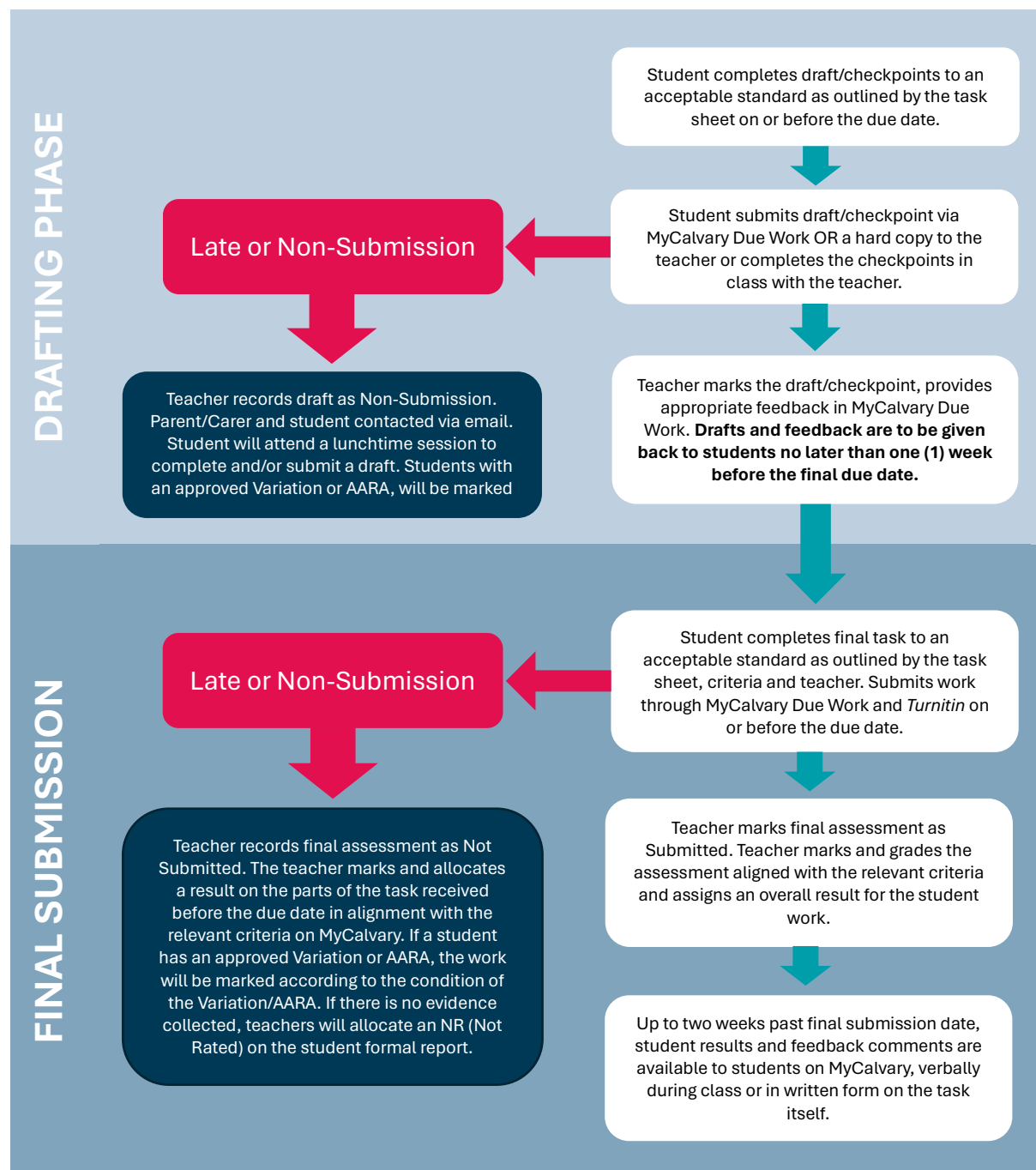
Judgements of student achievement in subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria or achievement standards outlined in the relevant syllabus. The QCAA makes it clear that student assessment can only be judged on the evidence available on or before the due date unless there is a QCAA AARA (Years 11 and 12) or School approved Variation to Assessment (Years 7 to 10). According to QCAA policy, a semester unit of credit for a subject on the Senior Statement may not be awarded if non-submission of assessment tasks means that substantive requirements have not been met.

Late or Non-Submission of Final Assessment Task

The following process will take place if a student has not completed their final assessment or good copy by the prescribed due date either via MyCalvary 'Due Work' (by 6pm) or printed hard copy at the end of the school day:

1. The student's level of achievement or grade for the assessment will be determined from any works or drafts submitted on or before the due date.
2. Only students with a pre-approved Variation to Assessment or AARA may hand in the draft for an assessment task after the due date as negotiated.

SUBMISSION ASSESSMENT FLOW CHART – YEARS 7-12



SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

Calvary Christian College is responsible for gathering evidence of student assessment, including drafts. Unless otherwise specified on the assessment task sheet, these will be submitted by **6.00 pm on the due date** via *MyCalvary Due Work*, which then goes through *Turnitin* – the College’s academic integrity software OR by the end of the school day if by printed hard copy. Copies of drafts are to be collected and stored in student folios at the time of the draft due date to assist with authentication.

For Year 11 and Year 12 Students

Prior to setting due dates for tasks, teachers will consult the term planner for the internal due dates for submissions to ensure these do not occur after the QCAA submission deadline.

Once marking is completed **ALL** Formative Internal Assessments (Year 11-FIA’s) and Internal Assessments (Year 12-IA’s) for Applied, Applied (Essential) and General subjects **MUST** be saved in a digital format on the Senior Assessment Microsoft TEAMS [General](#) Files and include the annotated Instrument Specific Marking Guide (ISMG) or Applied Subject Marking Guide.

YEAR 12 - At the end of each **Internal Assessment** task (IA), the student results for each unit of study must be uploaded to the relevant subject spreadsheet on the Senior Assessment Microsoft TEAMS [General](#) Files within the appropriate graduating year, in accordance with the internal deadline set on the College calendar.

YEAR 11 - At the end of each **semester** the student results must be uploaded to the relevant subject spreadsheet on the Senior Assessment Microsoft TEAMS [General](#) Files within the appropriate graduating year, and each student allocated a satisfactory OR unsatisfactory result, in accordance with the internal deadline set on the College calendar.

These processes are a requirement of the QCAA and provide information to our Pathways advisor of subject status and potential students at risk of not succeeding in their current subject listing.

AWARDING A LEVEL OF ACHIEVEMENT FOR NON-SUBMISSION OF A STUDENT RESPONSE

When a student does not submit a response to an assessment instrument on or before the due date set by the College, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, for example class work, a draft, rehearsal notes, photographs of student work, teacher observations.

- If a student is eligible for a variation to assessment due date (years 7-10) or an AARA (years 11 and 12) and an extension of time is granted, this becomes the new due date for this student. Please note that this new date must be negotiated **before** the original published due date.
- 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.
- **In all these cases, the only result that can be awarded is Not-Rated (NR).**

PLEASE NOTE: If an NR (Not-Rated) is given in year 12, for **ANY** Internal Assessment task (unit 3 or 4), this means the students receives NR (and therefore no credits) for that entire subject.

QCAA QCE Handbook References: [Section 9](#)

APPROPRIATE MATERIALS

Calvary Christian College is a supportive and inclusive school where curriculum materials and texts are chosen with care in the context of our College values by students and staff.

QCAA QCE Handbook References: [Section 7.1](#), [Section 8.5.3](#)

ENSURING ACADEMIC INTEGRITY

Calvary Christian College has procedures to ensure 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 Section 7.2.1	Scaffolding for assessment is limited to: <ul style="list-style-type: none"> • checkpoints that students can use to manage the 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.
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	<p>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.</p> <p>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 relevant HOD, Curriculum coordinator, Assistant Director or Deputy Principal.</p> <p>Across the phases of learning there will be a gradual release of responsibility to students.</p>
Checkpoints Section 8.5.3	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Curriculum Leaders and parents, about potential issues will help resolve any potential assessment completion issues.</p>
Drafting Section 7.2.2 Section 8.3	<p>Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example: written draft; rehearsal of a 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.</p> <p>Feedback on drafts:</p> <ul style="list-style-type: none"> • 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 draft; • feedback may also be used as a form of feedback to parents/carers through the Parent Portal. <p>Parents/caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p> <p>If a draft is not submitted by the due date, then Parents are notified but no drafts are accepted after the deadline. Only drafts submitted by the due time will be given feedback. Individual cases will be taken on their merits due to illness or misadventure following communication with parents/carers.</p>
Managing response length Section 7.2.3	<p>Response lengths as specified by curriculum and syllabus documents and guidelines must be followed.</p>

	<p>The procedures below support students in managing their response lengths:</p> <ul style="list-style-type: none"> • 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 and are used in learning programs; and feedback about length is provided by teachers at check points and on draft. <p>Students will:</p> <ul style="list-style-type: none"> • 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. • After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, teachers at Calvary Christian College will mark only the work up to the required length, excluding evidence over the prescribed limit. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
<p>Authenticating student responses Section 7.3.1.</p>	<p>Accurate judgments of student achievement can only be made on genuine student assessment responses. Calvary Christian College uses the strategies as selected from the instrument specific template as appropriate, across all subjects and phases of learning.</p> <p>There are additional Calvary Christian College specific practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> • 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 ensures sufficient time for completion of tasks and monitoring of development of responses. <p>Teachers will gather evidence at the prescribed checkpoints and at regular times throughout the assessment process. Evidence includes but is not limited to: unmarked drafts; class work; rehearsal notes; photographs of student work; and teacher observations.</p> <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Calvary Christian College is committed to reducing barriers to success for all students.</p> <p>Access arrangements are actions taken by the College to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook.</p> <p>All evidence that decisions are based on will be logged in the student's file on the Senior Assessment TEAMS General File.</p> <p>All AARA applications for summative assessment in Units 3 and 4 require QCAA approval and is submitted through the Principal's Delegate (Deputy Principal).</p> <p>If a student is eligible for AARA and an extension of time is negotiated and granted, this becomes the new due date for this student.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 Short Courses, an E cannot be awarded when there is no evidence for that grade. • In all these cases, the only result that can be awarded is Not-Rated (NR). <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with English language; • teacher absence or other teacher related difficulties; • matters that the student could have avoided; • matters of the student's or parent's/carer's own choosing; or • matters that the school could have avoided. <p>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 College, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.</p>
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Internal quality assurance processes Section 8.5.3	<p>Calvary Christian College's quality management system includes two points of quality assurance in the assessment workflow. These are:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students and in the case of internal assessment instruments for Units 3 and 4 prior to submission to the QCAA. Using quality assurance tools provided by the QCAA • Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Curriculum Areas are free to choose the type of quality assurance processes, this will depend on the size of the cohort and number of classes. <p>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 for 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.</p>
External assessment Section 7.3.2 Section 10.3 Section 10.4	<p>External assessment is developed by QCAA-accredited external assessment writers, administered by schools under the direction of the QCAA, and independently marked by QCAA-accredited external assessment markers. Schools are required to follow the QCAA processes for external assessment.</p>
Managing non-submission of assessment by the due date Section 8.5	<p>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.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>

MANAGING ACADEMIC MISCONDUCT

Calvary Christian College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. In cases of academic misconduct results will be awarded using any evidence from the preparation of the response available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus. In the case of exams, students will be awarded a Not Rated (NR).

Where appropriate, the College will apply consequences in alignment with the Responsible Thinking Processes and failure to adhere to the College code of conduct. The following are some examples of academic misconduct as defined in the [QCE and QCIA policy and procedures handbook](#) that apply to all students at Calvary Christian College.

Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials, including wearable technology, • 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.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • 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 • student presents ideas or text produced by Artificial Intelligence (AI) as their own or the amount of assistance from the technology is such that the original work of the student cannot be substantiated.
Contract Cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • 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.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	<p>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.</p>


	A student 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 the work of AI and/or another person's work without attribution (another person's work may include text, audio or audiovisual 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, artificial intelligence (AI), a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

APPENDIX 1 – ASSESSMENT SCHEDULES

A schedule of due dates for assessment will be provided for all subjects at the start of each term. This will include due dates for drafting (for some subjects where required), checking and final submission/ completion. The assessment schedule will be published on MyCalvary and available to the students in hardcopy.

Some changes may occur due to extenuating or unforeseen circumstances. Students will be given adequate notice in writing by the relevant HOD, Assistant Director and/or Deputy Principal. Any changes to the assessment schedule must occur in consultation with the relevant HOD, Assistant Director and/or Deputy Principal.

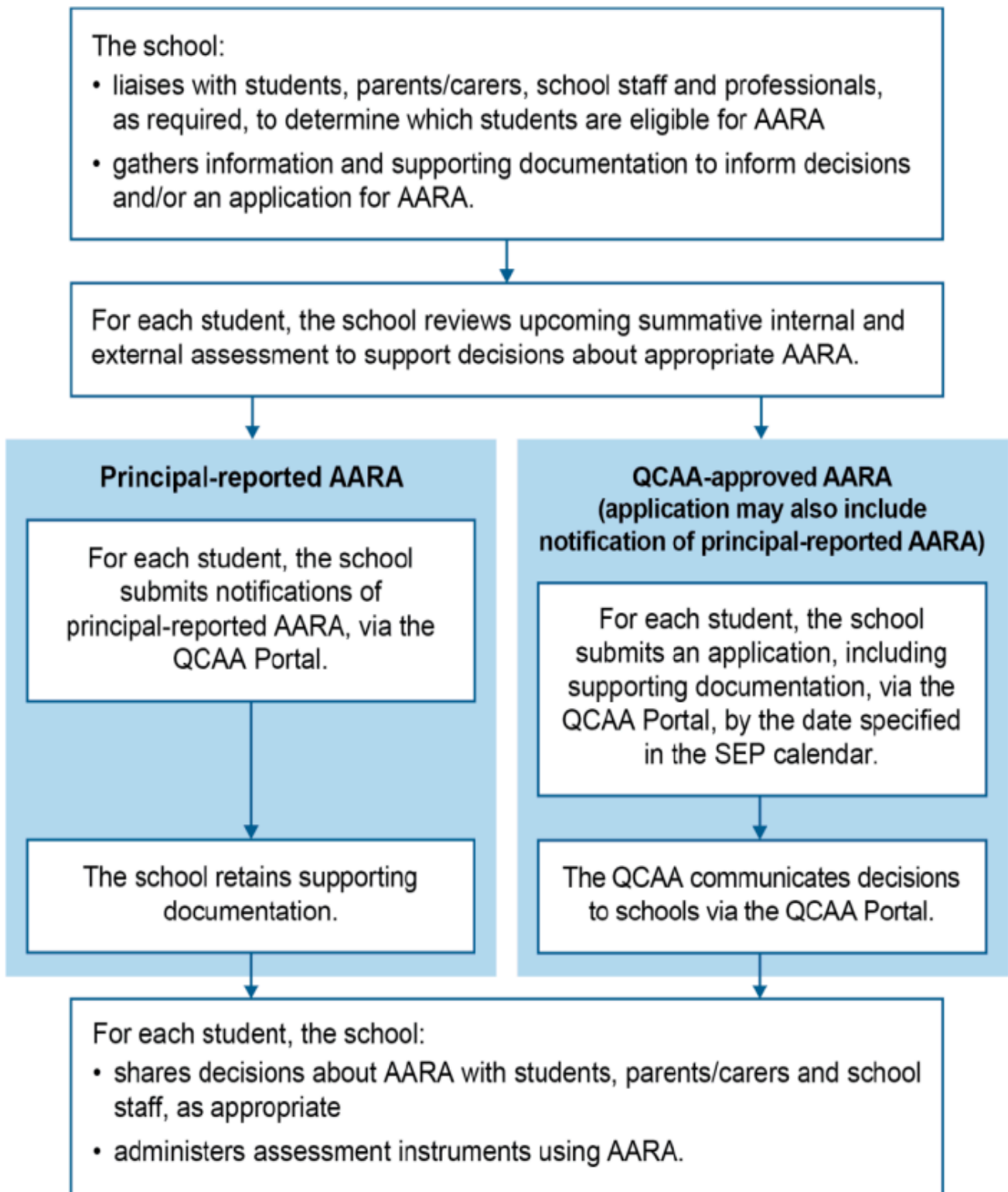
Sample:

 ASSESSMENT SCHEDULE Year 10 – Term 4, 2023		
WEEK	SUBJECT	ASSESSMENT DETAILS
Week 2B 9/10 – 13/10	Design	Portfolio – Distributed 13/10/23
	Food Technology	Assessment – Distributed 9/10/23
	Mathematics	MAD1 – PSAR #1 – Due 13/10/23 MCO2 – PSAR #1 – Due 13/10/23
	STEM	Prac 1 – Distributed 13/10/23
Week 3A 16/10 – 20/10	Agricultural Practices	Multimodal presentation – Distributed 18/10/23
	English	ENL1 : Extended Spoken Response – Distributed 20/10/23
	Mathematics	MCO2 : Topic Test #1 – 17/10/23 MNU1 : PSAR Task #1 – 19/10/23
	Science	APS1 : Wind Turbine assessment – Distributed 16/10/23
Week 4B 23/10 – 27/10	YEAR 10 WORK EXPERIENCE	
Week 5A 30/10 – 3/11	Agricultural Practices	Multi modal Presentation – Draft due 1/11/23
	Business	Extended Response to Stimulus: Multimodal task – Distributed 30/10/23
	Design	Portfolio – Due 3/11/23
	English	ENL1 : Extended Spoken Response – Draft due 3/11/23
	Food Technology	Draft due 30/10/23
	Sports and Recreation	Practical Performance Task – Distributed 30/10/23
Week 6B 6/11 – 10/11	STEM	Prac 1 – Due 1/11/23 Mid Term Test – 3/11/23
	Business	Extended Response to Stimulus: Multimodal task – Draft due 10/11/23
	Drama	Project: Director's Pitch – Checkpoint due 6/11/23
	Food Technology	Practical – 9/11/23
	Furnishing Skills	Project and folio – Due 8/11/23
	Mathematics	MCO2 : Topic Test #2 – 10/11/23
	Music	Composition/Performance Task – Due 9/11/23
	Science	GSCN1 : Practical Report – Due 8/11/23 GSCP1 : Exam – 9/11/23
	Sports and Recreation	Practical Performance Task – Draft due 6/11/23
	STEM	Prac 2 S: Distributed 10/11/23
Week 7A 13/11 – 17/11	Visual Art	Theory task – Draft due 10/11/23
	Agricultural Practices	Multimodal Presentation - Due 15/11/23
	Ancient History	Response to Stimulus Exam – 15/11/23
	Drama	Project: Director's Pitch – Due 15/11/23
	English	ENG1, ENG2 & ENG3 : Response to Stimulus Exam 1 – 13/11/23 Exam 2 – 14/11/23 ENL1 : Extended Spoken Response – Due 17/11/23
	Food Technology	Task – Due 13/11/23
	Humanities in Practice	Combination Response to Stimulus Exam – 17/11/23
	Legal Studies	Combination Response to Stimulus Exam – 16/11/23
	Mathematics	MAD1 : PSAR # 2 – Due 17/11/23 MNU1 : Exam - 16/11/23
	Modern History	Response to Stimulus Exam – 17/11/23
	Physical Education	Written Exam – 14/11/23
	Science	GSCN1 : Exam – 15/11/23 APS1 : Wind Turbine Assessment – Due 13/11/23
	Sports and Recreation	Practical Performance Task – Due 13/11/23
	Visual Art	Theory Task – Due 17/11/23 Printmaking folio – Due 15/11/23
Week 8B 20/11 – 24/11	Business	Extended Response to Stimulus: Multimodal Task and Presentation – Due 20/11/23
	Mathematics	MAD1 : Exam A – 21/11/23 Exam B – 23/11/23 MCO2 : Topic Test #3 – 23/11/23
	Music	Exam – 20/11/23
	Science	GSCP1 : Prac Report – Due 23/11/23 APS1 : Written Exam – 20/11/23
	STEM	Prac 2 – Due 23/11/23
	Screenshot	

★ **Please Note** - This schedule is subject to changes throughout the term, as required.

APPENDIX 2 – AARA FLOWCHART

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS YEAR 11 AND 12 ONLY



APPENDIX 3 – APPLICATION FOR EXTENSION FORM



calvary
 CHRISTIAN COLLEGE

REQUEST FOR EXTENSION FORM Secondary College

Student Name: _____

Year Level: _____ Date: _____

Subject: _____ Teacher: _____

Please Note:

- Students may only submit this form 48 hours prior to actual due date.
- Please attach Medical Certificates or other evidence to this form.
- Final approval is to be given by the Head of Department or Director of Teaching and Learning.
- The original copy of this form is to be given back to the student and attached to the assignment task sheet.
- HOD's are advised to keep a copy of this form in their files.
- This form is for Grade 7-10 students and Senior Applied subjects.
- NOT to be used for Senior General subjects

Assessment Title: _____

Actual Due Date: _____

Proposed Due Date: _____

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

HOD Signature: _____

Assistant Director Signature: _____

☐ Approved ☐ Not Approved

Date: _____

APPENDIX 4 –

CHANGE OF SUBJECT POLICY AND APPLICATION FORM

Purpose

The College dedicates time and resources to ensure pathway planning and subject advice is available to all students prior to subject selection. However, each semester some students request to change subjects they have selected as part of their course of study and the College needs to ensure this process is regulated.

Aim

- To ensure that the integrity of the parent/student information session, course selection process and pathways advice is not compromised by student indecision.
- To ensure student change of subject is made for the appropriate educational reasons.
- To ensure that all changes to student learning are approved by the appropriate College administrators.

Guidelines for change of subject application

In general, a subject change may only be permitted in the following circumstances and all changes are made with the signed approval of the Assistant Director of Secondary:

- Where, despite all efforts, a student is obtaining less than satisfactory results. In this instance, the student will be identified as requiring a subject change by either:
 - o their classroom teacher
 - o their Head of Department
 - o student/parent consultation
 - o student learning support
 - o Assistant Director of Secondary
- The student, through career counselling (Pathways Advisor), has identified a change of career/tertiary pathway and their current subject selection does not align. In this instance, recommended subject changes may be permitted for Year 10 – 12 students only.

A subject change will not be permitted in the following circumstances:

- The student does not like the teacher or certain classmates.
- The student wants to go to another class because their friends are there.
- The student indicates that they did not know what the subject was about when they selected it.
- The student's performance is due solely to a lack of application. However, if staying means that the student is at risk of achieving their QCE, a change may be permitted.

Change of subject times

In Years 8 to 11 students choose subjects for both semesters of the future year from about the middle of Term 3 in the previous year.

In Year 12, students must complete a Unit 3 & 4 as a pair and therefore subject changes are not permitted in General subjects.

- All 8, 9, and 10 subject changes will be finalised by the end of the third week of Semester one and by the second week of the start of Semester 2. No subject changes will be permitted after this time.
- Changes may be authorised outside the times outlined above in extenuating circumstances. Any change will need to be approved by the Pathways, HOD, teachers and Assistant Director of Secondary.
- An application to change subjects does not mean that the application will be granted.
- When a class/subject reaches maximum capacity, no additional students can be enrolled in that class/subject.
- Students may ONLY submit completed 'Change of Subject Forms' to the Secondary Administration Office during breaks or before and after school.
- Students will know if their application for a change of subject selection has been successful when they receive:
 - An email from the Assistant Director of Secondary
 - A new timetable from the Secondary Administration Office
- No classroom teacher can add a new student to their classroom roll without the prior notification of the Assistant Director of Secondary, who is responsible for entering subject changes.
- By completing the application for a change of subject form, all parties are agreeing to adhere to policy and following all procedures.

SUBJECT CHANGE APPLICATION – JUNIOR SCHOOLING YEARS 8 – 10

STUDENT NAME:		YEAR LEVEL:		DATE:	
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STEP 1 – PROPOSED SUBJECT CHANGE	
Eg. Business	Legal
Existing Subject: _____	Proposed Subject: _____
Teacher Signature: _____	Teacher Signature: _____
HOD Signature: _____	HOD Signature: _____
Date: _____	Date: _____

STEP 2 – STUDENT AND PARENT CONSENT	
STUDENT: Reason for requesting a SUBJECT CHANGE: <input type="checkbox"/> Subject is too difficult/not enjoyable. <input type="checkbox"/> Recommended by teacher/HOD. <input type="checkbox"/> Other reasons: _____	STUDENT SIGNATURE: _____ DATE: _____
PARENT/CARER: I understand that the changes made and acknowledge that these changes can impact my student's career choices.	PARENT/CARER SIGNATURE: _____ DATE: _____

STEP 3 – ADMINISTRATION – ADOSC APPROVAL		
<input type="checkbox"/> Change/s <u>Approved</u> <input type="checkbox"/> Change/s Not Approved	Details of Approval:	
Approver's Name:	Approver's Signature: Date:	<input type="checkbox"/> Timetable Updated <input type="checkbox"/> Student timetable <u>Issued</u> <input type="checkbox"/> Student Change application <u>filed</u>

SUBJECT CHANGE APPLICATION – SENIOR SCHOOLING YEARS 11 - 12

STUDENT NAME:		YEAR LEVEL:		DATE OF APPLICATION:	
FORM ISSUED BY:				DATE DUE TO ADOSC: (within 4 days)	

STEP 1 – PATHWAY REVIEW					
PROPOSED SUBJECT CHANGE/S					
Eg. Business		Legal		UNIT/S changing into	
				<input type="checkbox"/> 1.	<input type="checkbox"/> 2.
				<input type="checkbox"/> 3 & 4	
ATAR ELIGIBILITY REVIEW	Current Eligibility	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	Proposed Eligibility	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
	Current: <4 General Subjects for Unit 3-4 and/or 1 Applied or certificate III or higher	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	Proposed: <4 General Subjects for Units 3-4 and/or 1 Applied or certificate III or higher	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
	English Subject	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	English Subject	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
QCE Eligibility	Current: 12 credits from core learning	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	Proposed: 12 credits from core learning	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
	Current: 20 credits	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	Proposed: 20 credits	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
	Literacy	<input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	Numeracy	<input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible
Additional Comments:					Signature: Date:

STEP 2 – TEACHER & HEAD OF DEPARTMENT ACKNOWLEDGEMENT	
Subject EXITING: _____ HOD SIGNATURE: _____ TEACHER: _____ Results achieved: _____ <input type="checkbox"/> NA Unit 1 - <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Unit 2 - <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Change Supported. <input type="checkbox"/> Change not supported NOTES _____ _____ Date: _____	Proposed Subject/External Course: _____ HOD SIGNATURE: _____ TEACHER: _____ Enrol in Units: 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3 & 4 <input type="checkbox"/> <input type="checkbox"/> Change Supported. <input type="checkbox"/> Change not supported NOTES _____ _____ Pathways Signature if External Course: _____ _____ Date: _____

STEP 3 – STUDENT & PARENT CONSENT	
STUDENT: Reason for requesting a SUBJECT CHANGE or STUDY LINE: <input type="checkbox"/> Subject is not required for career choices. <input type="checkbox"/> Subject is too difficult. <input type="checkbox"/> Recommended by teacher/HOD. <input type="checkbox"/> Receives a school-based apprenticeship/traineeship. <input type="checkbox"/> Completing a VET or external course <input type="checkbox"/> Other reasons: _____	STUDENT SIGNATURE: _____ DATE: _____ Note: ISL will only be granted IF completing an additional course through an external provider.
PARENT/CARER: <input type="checkbox"/> I understand the changes made and acknowledge that these changes will reflect my student's career choices. <input type="checkbox"/> I acknowledge that advice on subject change has come from Pathways/ <u>HODs</u> and Teachers based on the information available at the time of the application.	PARENT/CARER SIGNATURE: _____ DATE: _____

STEP 4 – ADMINISTRATION – ADOSC APPROVAL		
<input type="checkbox"/> Change/s <u>Approved</u> <input type="checkbox"/> Change/s Not Approved	Details of Approval:	
Approver's Name:	Approver's Signature: Date:	<input type="checkbox"/> Timetable Updated <input type="checkbox"/> Student timetable <u>Issued</u> <input type="checkbox"/> Student Change application <u>filed</u>