

# ASSESSMENT POLICY

## YEAR 7 TO SENIOR SCHOOL INCLUSIVE



### SCOPE

This policy provides information for teachers, students, parents and carers about the roles, responsibilities, processes and procedures to ensure the integrity of assessment at Lighthouse Christian School. The framework for this policy is developed in line with the QCAA QCE and QCIA policy and procedures handbook and relevant policies and procedures of Lighthouse Christian School. This policy applies to all subjects offered and undertaken in Years 7 - 10 and to Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties.

### PURPOSE

Lighthouse Christian School 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 completion for the QCE.

### PRINCIPLES

Lighthouse Christian School 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 described by the syllabus. The assessment at Lighthouse Christian School should be:

- aligned to the relevant curriculum, valid through alignment with what is taught, learned and assessed
- underpinned by Lighthouse Christian School's pedagogical framework
- equitable for all students
- evidence-based, using 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 teacher professionalism and community confidence in the processes used, the information obtained, and the decisions made
- accessible so each student is given opportunities to demonstrate what they know and what they can do
- reliable, so that assessment results are consistent, dependable or repeatable.

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<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="http://www.lcs.qld.edu.au">www.lcs.qld.edu.au</a> and in the school prospectus. All questions regarding this policy should be directed to Mrs Alice Bakss or Mr Brett Bleakley.</p> <p>To ensure the assessment policy is consistently applied, teachers will revisit the policy with students at the beginning of each semester in form classes. Relevant processes will also be revisited:</p> <ul style="list-style-type: none"> <li>- at enrolment interviews within the enrolment pack</li> <li>- during SET plan meetings</li> <li>- when the assessment calendar is published</li> <li>- when each task is handed to students on the assessment and examination cover sheets</li> <li>- within relevant school publications in response to phases in the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <b>Section 1.2.4</b> <b>Section 2</b> <b>Section 8.5.1</b>	<p>Lighthouse Christian School has high expectations for academic integrity and student participation and engagement in learning and assessment. All students at Lighthouse Christian School are expected to engage with learning every day in every class and to demonstrate their learning through the three assessment elements of homework, assignments and examinations including formal homework, assignment preparation and study as homework.</p> <p>In Senior years of 11 and 12, 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.</p> <p><b>Student responsibility</b>  Students are expected to:</p> <ul style="list-style-type: none"> <li>- engage in the learning for the subject or course of study</li> <li>- produce evidence of progress at specified check in points that is authenticated as their own work</li> <li>- submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>

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### Due dates Section 8.5.2 Section 8.5.3

#### School Responsibility

Lighthouse Christian School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, academic consultations and drafts will be published in the assessment calendar, with task submission to be at 8:30am on the due date. All students will be provided with their assessment calendar by the end of week three of each term for junior students and each semester for senior students.

The assessment calendar will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance procedures
- enable for timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- give consideration to allocation of workload.

#### Student responsibility:

- planning and managing their time to meet the due dates
- informing the school as early as possible if they have concerns about assessment load and meeting due dates.

#### Extensions

In cases where students are unable to meet the due date, they will:

1. inform the Head of Department and subject teacher as soon as possible;
  - English, Arts, Humanities, Tech and HPE Head of Department: Mrs Alice Bakss
  - Maths and Science Head of Department: Mr Brett Bleakley
  - Applied Senior Subjects Head of Department: Mrs Rachel White
  - Visual Art Head of Department: Mr John Buchholz
2. submit an application for extension of the assessment task at least 4 days prior to the due date
3. provide the school with relevant evidential documentation such as a medical certificate
4. submit the assessment on or before the new due date and adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Extensions will only be granted for:

- illness with a supporting medical certificate
- bereavement with supporting documentation (funeral notice, order of service)
- other extenuating circumstances at the discretion of the Principal.

Extensions **will not** be granted for:

- sport representation (regional or state level)
- holidays
- family or church events
- complementary study (TAFE, traineeships).

This is not an exhaustive list. The above are examples only.  
All final decisions are at the Principal's discretion.

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<b>Due dates</b> <b>Section 8.5.2</b> <b>Section 8.5.3</b>	<p>Assessment instrument task sheets will be issued via TASS. The subject teacher may also choose to issue a printed copy. Assessment must be issued on the allocated date and provide ample time for students to complete the assessment task with consideration of syllabus requirements (minimum of 2 weeks). The task sheet will provide information about Lighthouse Christian School's arrangement for submission of draft and final responses including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted on or before their due date via TASS as specified in the task sheet. Where there is an assignment or elements of the assignment that cannot be digitally uploaded, these must be submitted to the teacher on or before the due date. Where students submit a draft in hard copy, the teacher must create a digital copy of the draft, upload the draft with feedback to TASS and return the original draft, with their feedback, to the student.</p> <p>Teachers will collect and store draft and final responses for all internal assessment in each student's digital folio on TASS. Live performances and art product assessments will be recorded and stored following school procedures for file and physical size as determined by the Head of Department and as specified on the assessment task sheet. All evidence used for making judgments is stored on TASS.</p>
<b>Appropriate materials</b> <b>Section 7.1</b> <b>Section 8.5.3</b>	<p>Lighthouse Christian School is a supportive and inclusive school. Material and texts are chosen with careful consideration of a Biblical worldview by staff and students. Material and texts are to be submitted by the subject teacher for approval. Teachers must only use material and texts that have been approved by their Head of Department or Principal as appropriate.</p>

## ENSURING ACADEMIC INTEGRITY

### INTERNAL ASSESSMENT ADMINISTRATION

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Scaffolding</b> <b>Section 7.2.1</b>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> <li>- maintain the integrity of the requirements of the task or assessment instrument</li> <li>- allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of secondary learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>

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### Drafting Section 7.2.2 Section 8.3

Drafting is a key checkpoint where teachers provide formal feedback on a student's progress. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or product in development. If the assessment technique is an exam, students will sit a practice exam at least one week prior to the scheduled exam, following the Exam Preparation Process outlined below. Drafts might be used as evidence of student achievement in the cases of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:

- provided on a maximum of one draft for each student response
- differs per subject as it is based on specific marking criteria
- a consultative process that indicates aspects of the student's response to be improved or further developed
- delivered in a consistent manner and format for all students via a feedback form developed on a subject specific basis by the Head of Department during monitoring periods
- provided within one week of the 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 students work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of feedback will be provided on TASS with their submitted draft within each student account.

### Exam Preparation Process

#### Revision Guide

- Lists all the content, exercises and questions which need to be reviewed, and where the answers can be found.
- Composed so that students can mark off what they have done and circle the questions they may need help with.
- Given a good number of weeks before the test – ideally beginning of term
- made available to parents, given to students physically and digitally.
- Referred to and checked periodically to emphasise study skills and habits.
- Displayed to teacher during the practice test, submitted with the final test, informs parent/teacher discussion student / teacher reflection on results and study habits.

#### Practice test

- Designed based on the revision guide
- Designed to test student knowledge and skills at the different levels
- Similar in format to the test but not the same questions, and not routinely questions asked in the same way with the numbers changed (except for some low-level questions where the criteria might say "rehearsed")
- Not used to teach new skills or material
- Given at least one week before the test
- Marked, data recorded, returned to student, timely feedback given
- results communicated to the HOD
- Parents informed of results – especially of low ones, good results celebrated

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<b>Drafting</b> <b>Section 7.2.2</b> <b>Section 8.3</b>	<p><u>Test</u></p> <ul style="list-style-type: none"> <li>• Designed based in the revision guide (not on the practice test)</li> <li>• Carefully designed, using the school template, to meet the QCAA achievement standard elaborations</li> <li>• Designed before the commencement of the unit (by, with or quality assured by the HOD)</li> <li>• If anything, slightly less challenging than the practice test.</li> <li>• Marked promptly</li> <li>• Results communicated to the HOD before being made public.</li> </ul> <p>Parents and caregivers will be notified by email about non-submissions of drafts and the school-based consequences will be applied. Non-submission of both checkpoint and final drafts will result in a 'Not Rated' (NR) for that unit of work.</p>
<b>Managing response length</b> <b>Section 7.2.3</b>	<p>Students must adhere to the assessment response length as specified by syllabus documents and task sheet. The procedures below support students to manage their response length:</p> <ul style="list-style-type: none"> <li>• all assessment instruments indicate the required length of response</li> <li>• teaching and learning programs embed subject-specific strategies about</li> <li>• responding purposefully within the prescribed conditions of the task</li> <li>• exemplar responses within the required length will be provided</li> <li>• feedback about length is provided by the teacher at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's final response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit</li> <li>• allow students to redact their response under supervision at break times in the Study Room to meet the required length before a judgment is made on the student work, and annotate any such student work submitted (for confirmation purposes) to clearly indicate the evidence used to determine a mark.</li> </ul>
<b>Authenticating student responses</b> <b>Section 7.3.1</b>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Lighthouse Christian School uses the authentications strategies promoted by QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (refer to Managing Academic Misconduct).</p>

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<p><b>Access arrangements and reasonable adjustments (AARA)</b> <b>Section 6</b></p>	<p><b>Applications for AARA</b> Lighthouse Christian 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 circumstance may affect their ability to read, respond to or participate in assessment.</p> <p>Lighthouse Christian School follow the process as outlined in the QCE and QCIA policy and procedures handbook available from: <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</a>.</p> <p>The Principal manages all approval of AARA for students.</p> <p>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 within the student's file on TASS by the Principal or other delegate.</p> <p>Students are not eligible for an AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>- unfamiliarity with the English language</li> <li>- teacher absence or other teacher-related issues</li> <li>- matters that the student could have avoided</li> <li>- matters of the student or parent/carer's own choosing</li> <li>- matters that the school could have avoided.</li> </ul>
<p><b>Managing non-submission of assessment by the due date</b> <b>Section 8.5</b></p>	<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"> <li>- was provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this submission</li> <li>- was not provided by the student on or before the due dates as specified by the school and no other evidence is available, an NR will be given to the submission.</li> </ul> <p>In circumstances where the student response is judged as NR, the student will not meet the requirements for that subject resulting in the following possible consequences:</p> <ul style="list-style-type: none"> <li>• NR on their report card for that term/semester</li> <li>• pre-requisites are not met for progression to senior subjects.</li> </ul> <p>Consequences in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• insufficient completed core</li> <li>• insufficient credit to be awarded a Queensland Certificate of Education</li> <li>• prerequisites are not met for university entry</li> <li>• failure to obtain an ATAR may occur.</li> </ul>

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<b>Exemptions</b>	<p>In Years 7, 8, 9 and 10 an exemption allowing non-completion of a particular piece of assessment:</p> <ul style="list-style-type: none"> <li>- may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence as outlined below</li> <li>- will only be permitted where there is sufficient alternative evidence to make a judgment about the level of student achievement.</li> </ul> <p>The student must still be able to meet mandatory requirements. Exemption is not an option where reasonable adjustment can be provided.</p> <p>Exemptions must be applied for using the Application for Exemption form on the LCS website.</p>
<b>Absences and extensions</b> <b>Section 6.5</b>	<p><b>Illness and Misadventure</b></p> <p>Illness and misadventure provide for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.</p> <p>The following guidelines apply:</p> <ul style="list-style-type: none"> <li>- A student who has been approved for QCAA-approved AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.</li> <li>- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family member's death/funeral.</li> <li>- An adverse effect must be demonstrated.</li> <li>- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.</li> <li>- Schools implement Principal-reported AARA when possible, before considering an application for illness and misadventure.</li> <li>- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other principal-reported AARA is exhausted, Lighthouse Christian School will contact the QCAA.</li> </ul> <p>Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must complete the school provided Extension Application form as soon as possible and submit the relevant supporting documentation.</p> <p>A copy of the Extension Application is available on the LCS website.</p> <p><b>Known Absences</b></p> <p>In the event a student knows that they will be absent through the term, the school should receive notification of an extended absence from the parent/carer through the Planned Absence Form available on the LCS website.</p> <p>Please note that every day of attendance at Lighthouse Christian School contributes towards a student's learning and that maximising school attendance enhances academic outcomes.</p>



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Acceptable reasons for student absences are:

- illness
- family trauma or bereavement
- events of cultural significance
- participation in school organised activities e.g. camps, work experience
- VETIS or school-based traineeships or apprenticeships
- representation in sporting or cultural events at an elite level.

Examples of unacceptable reasons for absence are:

- family holidays
- birthdays
- truancy
- shopping expeditions with or without parent/carer
- assisting at home or at parent/caregiver's place of work
- part-time or casual work (including travel to or from work)
- appointments which could be made out of school hours e.g. haircuts, driving lessons, dentist etc.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Lighthouse Christian School will complete an application and upload a school statement and other supporting documentation sourced by parents (ie. Medical report, Student Statement) via the QCAA Portal.

### **Submitting an application for illness and misadventure for external assessment**

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

### **Submitting an application for illness and misadventure for the Senior External Examination**

Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.

No alternative arrangements can be made if a student does not attend a scheduled written examination. A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination for the oral component only may be arranged in extenuating circumstances.

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	<p><b>Supporting documentation</b> To make an informed decision about an illness and misadventure application, the QCAA requires a report from an independent health professional that includes the following details:</p> <ul style="list-style-type: none"> <li>the illness, condition or event (including details of a diagnosis, where applicable)</li> <li>date of diagnosis, onset or occurrence</li> <li>symptoms, treatment or course of action related to the condition or event</li> <li>explanation of the probable effect of the illness, condition or event on the student's participation in the assessment</li> <li>for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.</li> </ul> <p>In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.</p> <p><b>Currency of supporting documentation</b> Supporting documentation must cover the date of the assessment for which the application is made.</p> <p><b>Timelines for applications</b> Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation Applications for external assessments can be submitted from 14 days before the start of the assessment period, to seven days after the assessment.</p>
<p><b>Internal quality assurance processes</b> Section 8.5.3</p>	<p>Lighthouse Christian School's quality assurance management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>quality assurance of all assessment instruments before they are administered to students using internal quality assurance processes including tools provided by the QCAA</li> <li>quality assured judgments about student achievement including double-marking and confirmation processes.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Marking student responses and feedback</b></p>	<p>Subject teachers are responsible for marking student responses in such a way that ensures confidence, professionalism, confidentiality, integrity and quality assurance in a timely manner. Teachers are to give appropriate feedback on marking criteria for the assessment task which is then uploaded to TASS. At a minimum, teachers should provide:</p> <ol style="list-style-type: none"> <li>the assessment result</li> <li>appropriate and useful feedback directly linked to the syllabus marking criteria</li> <li>the marked criteria sheet that clearly indicates the criterion used to mark the assessment</li> </ol>

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	<p>4. feedback within a one week turnaround following the draft submission (please note: students who submit drafts on the due date via TASS must have at least 7 days between feedback and final due date - teachers will set draft dates according to this rule)</p> <p>5. feedback within a two-week turnaround following the final submission due date.</p> <p>Teachers are required to work with a teaching colleague and their HOD in the double marking of student work for all assessment tasks to ensure correct judgments are made and that bias has not occurred.</p> <p>HODs may specify additional ways teachers will be required to quality assure their judgments (external cross marking, double marking, peer review, blind marking etc.).</p>
<b>Report cards</b>	<p>Lighthouse Christian School formally communicates student results through report cards at the end of Semester One and Two. Parents and carers will receive immediate feedback on student results and progress through the publishing of results on TASS as assessment is completed and marked.</p> <p>In Year 12, the final report card for the Year 12 students will be issued at the end of Unit 3. Parents and students will receive a statement from LCS after the external examinations at the end of the school year, indicating their child's confirmed result in each subject at the time of printing, but not including the results of the External Exam.</p>
<b>Review</b> <b>Section 9.1</b> <b>Section 9.2</b> <b>Section 9.5</b>	<p>Lighthouse Christian School will provide internal review processes for student results (including NR) for all 7-10 subjects, 11-12 General subjects, Applied subjects and Short Courses to ensure equity and appropriateness for our local context.</p> <p>Occasionally, a student, parent or carer may request the review of a student's assessment result. In this instance, the following process is to be followed:</p> <ol style="list-style-type: none"> <li>1. The request for a review is clearly articulated with the subject teacher.</li> <li>2. The subject teacher refers the student's piece(s) of work to the HOD for a review of the subject result.</li> <li>3. The HOD reviews the student's work and discusses the result with the teacher and with the student/parent/carers.</li> </ol>

## EXTERNAL ASSESSMENT ADMINISTRATION

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p><i>See also: External assessment — administration guide (provided to schools each year)</i></p>	<p>External assessment is:</p> <ul style="list-style-type: none"> <li>• common to Year 12 students in all schools</li> <li>• administered by schools under the same conditions at the same time and on the same day</li> <li>• summative, and contributes to the overall subject result</li> <li>• developed and marked by the QCAA according to a commonly applied marking scheme</li> <li>• not used in Applied subjects.</li> </ul>

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External assessment occurs in Term 4. The specific dates for external assessment are determined by the QCAA and made available on the QCAA website at the beginning of each year. The subject matter and conditions for external assessment are determined by the QCAA using the relevant syllabus. Syllabuses are accessible via the QCAA Portal and website.

Lighthouse Christian School will follow the QCE and QCIA policy and procedures handbook (section 7.3.2) and the External assessment – administration guide for the processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students in the administration of external assessments.

## MANAGING ACADEMIC MISCONDUCT

Lighthouse Christian School is committed to supporting students to complete assessment and to submit work that is their own, 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 as outlined in the QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct) along with the procedures for managing them:

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul>	<p>When authorship of student work cannot be established or a response is not entirely a student's own work, Lighthouse Christian School will provide an opportunity for the student to demonstrate that the submitted responses are their own work.</p> <p>For all instances of academic misconduct results will be awarded using any evidence from the preparation of the response that is available, that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during <b>examinations</b> students will be awarded a Not Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> </ul>	

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	<ul style="list-style-type: none"> <li>a student gives or receives a response to an assessment.</li> </ul>	
<b>Contract cheating</b>	A student: <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	A student: <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	A student: <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	A student: <ul style="list-style-type: none"> <li>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</li> <li>completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	

# ASSESSMENT POLICY

## YEAR 7 TO SENIOR SCHOOL INCLUSIVE



<b>Plagiarism or lack of referencing</b>	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).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	

## RELATED SCHOOL POLICY AND PROCEDURES

Refer to other school policies as appropriate:

- Planning and Assessment Workflow
- Behaviour Management Policy
- IT Policy that outlines the appropriate use of electronic devices
- Quality Assurance Policy (including school procedures for endorsement and confirmation) – to be developed
- LCS Referencing Guide