Loganlea State High School Assessment Policy

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 from

https://www.qcaa.qld.edu.au/downloads/senior/snr_qce_qcia_policy_procedures_handbook.pdf

 and is relevant to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Loganlea State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards their educational goals.

Principles

Loganlea State High 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 as described by the subject syllabus.

In this sense assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua 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 and repeatable.

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Promoting academic integrity

Loganlea State High 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	This school assessment policy is located on the school website at https://loganleashs.eq.edu.au/curriculum/testing-and-assessment. All questions regarding this policy should be directed to the Deputy Principal Ross Davis. To ensure the assessment policy is broadly communicated and consistently applied, relevant processes will be presented: • at enrolment interviews • annually in student diaries • during SET planning • in year level assemblies - week 1 of each term • when each task is handed to students • by emails to parents and on the school FaceBook page before each exam block
Expectations about engaging in learning and assessment Refer to Section 1.2 Section 2 Section 8.1	Loganlea State High 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 generally required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** - Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • regularly access their assessment planner to view upcoming assessment dates and tasks • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff are expected to engage with the QCAA academic integrity courses.
Due dates Refer to Handbook Section 8.2 Section 6	**School responsibility** Loganlea State High 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 and drafts will be published in the online One School assessment planner by Week 10 of the preceding term. This planner will be available to a variety of devices, both within the school and in any external venue where students can access OneSchool through the internet. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by Week 10 of the preceding term • give consideration to allocation of student workload. **Student responsibility** Students are responsible for: • recording due dates in their diaries • 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.

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	In cases where students are unable to meet a due date, they will:
	• inform the Head of Department and classroom teacher as soon as possible
	• provide the school with relevant documentation, e.g. medical certificate. The standardised medical certificate template will be available on the school website and on the individual Student Assessment SharePoint home page upon login
	• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
	All final decisions are at the principal's discretion. For further information on responding to circumstances where illness and misadventure effect assessment completion, refer to AARA information following.
Submitting, collecting and storing assessment information Refer to Handbook Section 8.2.7 Section 13.3	Assessment instruments will provide information about Loganlea State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate as indicated in the assessment conditions. 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 as described in Loganlea State High School's Department Handbooks.
Appropriate materials Refer to Handbook Section 7.1 Section 8.22	Loganlea State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

Loganlea State High 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 Refer to Handbook 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 a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Refer to Handbook Section 8.2.7	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if checkpoints are not met.

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Drafting Refer to Handbook Section 8.2.5	Drafting is a key checkpoint. 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 a 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 with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.
Managing response length Refer to Handbook 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 school will: • allow students 48 hours to redact their response to meet the required length, before making judgments on the redacted student work • if a redacted response is not provided within 48 hours, mark only the work up to the required length, excluding evidence over the prescribed limit And, in either scenario above, annotate the student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses Refer to Handbook Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Loganlea State High 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.

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Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Refer to Handbook Section 6 Section 8 Section 9	**Applications for AARA** Loganlea State High 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 school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The school principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5 and made as far in advance as possible to meet the QCAA timelines. All evidence used to make decisions is recorded in the student's file by the principal or their 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, including holidays • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the Head of Department as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website and on the individual student assessment SharePoint home page upon login.
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) and where evidence of student work: • 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. 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	Loganlea State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • 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. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Refer to Handbook Section 9.1 Section 9.3 Section 9.4	Loganlea State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

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External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed and administered by the QCAA for all General and General (Extension) subjects Refer to Handbook Section 10 See also: *External assessment — administration guide* (provided to schools each year)	See the *QCE and QCIA policy and procedures handbook* (7.3.3) and *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students (10.3.3).

Managing academic misconduct

Loganlea State High School is committed to supporting students to complete assessment and to submit work that is their own, minimising opportunities for academic misconduct. In the situation when a student is misleading and/or inappropriate in how they demonstrate their learning; the table overleaf provides some examples and definitions of academic misconduct along with the procedures for how they may individually be managed.

In general terms academic misconduct will be managed on a case-by-case basis in line with the general principles outlined below and in reference to the age of the student, the details and seriousness of the misconduct and where it exists, any previous history of misconduct.

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 any evidence from the preparation of the response that is available and verifiably the student's own work and was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations
If misconduct is verified, students may be awarded a Not-Rated (NR) and/or receive credit for elements identified as their own work. See the *QCE and QCIA policy and procedures handbook* (Section 8.1 and Section 10.6.1). Where appropriate, the school's behaviour management policy will be implemented to respond to that academic misconduct.

Use of Artificial Intelligence Platforms (AI)

What is generative AI?
Generative AI is the use of computer programs to generate ideas, texts, and thinking that humans can produce (Australia Government, Department of Education, 2024).

As global citizens in a technologically advanced society, Artificial Intelligence (AI) poses many advantages to education− both at secondary schools and in tertiary institutions. Thus, it's important for our community to learn how to utilise technology to advance their learning (Henebry; 2025) and equally important for students to recognise the limitations of AI so that it does not negatively impact upon academic outcomes and hinder positive innovations (Public Sector Network, 2025). At Loganlea SHS, we believe it's important for students to adopt 21st century skills whilst maintaining responsibility for authorship of their work, promoting equity and fairness in school decision-making and maintaining ethical standards (QCAA, 2024).

Due to the dynamic nature of the different Key Learning Areas (KLAs), departments and their Heads will decide the appropriate level of AI use (if at all) for each assessment task and communicate this on the task sheet, as use of AI may be appropriate in one context and unethical in another, where for example, significant achievement marks are allocated to the work AI is performing. As resilient learners with integrity, students must comply with each subject area's and assessments guidelines for use of AI in order to avoid plagiarism and/or academic misconduct.

In addition to the school's monitoring processes outlined in this policy, Loganlea SHS has invested in the use of plagiarism detection software Turnitin Clarity, which allows students to draft in real-time and access AI support with supervision through monitored history and video settings. Educators will be able to reflect upon the time taken in drafting mode in Turnitin as evidence of genuine authorship. It must be noted that whilst this is a safety measure to support students in the responsible use of AI, it does not necessarily equate to academic misconduct should the program identify students acting in a way that is unexpected. Further, alternative monitoring processes and proof of authorship (such as those in Section 7.3.1) would be employed in circumstances of doubt.

Some key terms and levels of AI use are outlined below. Please note, it is the student's responsibility to ensure they comply with task expectations for appropriate use of AI as outlined by the classroom teacher, Head of Department and/or assessment task sheet.

Level of AI intervention/ description of the AI use	Examples appropriate AI
No use of AI	- Students complete a traditional exam with no preparation time. - Students complete a written response to an unseen question. - The teacher/task sheet outlines that use of AI is NOT permitted.
Allowed AI assistance	- Students use AI to form foundational and/or background understanding for a task question. - Students use AI to refine their writing, including by using AI grammar and spelling checks to identify, **but not correct**, areas for amendment
Inappropriate AI assistance	- Students use AI to write a complete plan for an assessment piece - Students use AI to write an inquiry question for a research project - Students use an AI translating program to translate a full assignment to submit an assessment in English - Students use AI to find and automatically fix the errors in the student's written piece.

Referencing Artificial Intelligence
Like any other text, using AI is exercising someone else's intellectual property. Complementary to other acknowledgment and referencing conventions, it's important that students indicate how they have used AI to plan ideas and construct or edit their work. This includes but is not restricted to using images, tables, graphs, audio-visuals that have been constructed by an artificial intelligence platform.

APA referencing:
In text citation:
(Author, date)
Example: (ChatGPT, 2025).

Reference List:
Author, Initials. (Year). Title (Version) [Format/Description]. Publisher. https://xxxxxx
Example: OpenAI. (2025). ChatGPT-5 (August 2025 version) [Large language model]

Possible school responses to academic misconduct

	Details of possible types of misconduct	Procedures for managing academic misconduct
Breach of supervised assessment conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	• Student issued a verbal warning by the class teacher • Students referred to the Head of Department with misconduct details • Parent/guardian contacted about misconduct • Student removed from the test facility • In-eligible student materials or devices confiscated • Student given an opportunity to re-submit the assessment • Student given an opportunity to complete a comparable assessment • Student referred to Deputy Principal or Principal with misconduct details • Student issued behavioural consequences – lunch or afterschool detentions, suspension or recommendation for exclusion • Loss of assessment credit and consequently subject credit and possible associated loss of eligibility for ATAR and/or QCE during the period of secondary school enrolment • Loss of access to school based or external Excellence Programs or Scholarships
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.	
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.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
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.	
Exam Misconduct	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 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, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

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Related school policy and procedures

Refer to other school policies as appropriate:

- behaviour management policy

- senior schooling policy (including VET)

- appropriate use of electronic devices and resources policy

- internal moderation policy (including school procedures for endorsement and confirmation)

- teacher handbook.

REFERENCE LIST

Australian Government, Education Department. (2025). *Australian Framework for Generative Artificial Intelligence (AI) in Schools. https://www.education.gov.au/schooling/resources/australian-framework-generative-artificial-intelligence-ai-schools*

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