



# BELLBIRD PARK

## STATE SECONDARY COLLEGE

# ASSESSMENT POLICY 2025

# Rationale

Bellbird Park State Secondary College 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.

At Bellbird Park State Secondary College our vision is to nurture students to be resilient and ambitious participants in their own futures and communities.

Our purpose is to embrace equity and we are dedicated to supporting every student to achieve growth and success.

# Principles

Bellbird Park State Secondary College 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.

# Principles cont.

- 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.

# Whole School

## Assessment Checkpoints

*Early Intervention and Support for Successful Assessment Completion*

### **1. Benchmark Activity – Before Learning (Week 1-2)**

An informal activity collected by the teacher to benchmark student ability, authenticate student work and provide evidence of students' level of achievement.

### **2. Formative Task/Strategy - As Learning (Week 3-4)**

A formative monitoring task for students to practice skills and knowledge prior to assessment. Collected by the teacher for authentication and evidence of learning.

### **3. Planning Document – For Assessment (Week 5-6)**

A formalised way for students to plan their responses prior to commencing assessment. Used to list references for research which assist with faculty agreed authentication processes and provide evidence of students' ability to respond to task requirements.

### **4. Assessment Draft – During Assessment (Week 7-8)**

An opportunity for students to submit a substantial element of their assessment (>75%) for feedback to improve their final responses.

### **5. Assessment Submission – As Assessment (Week 9-10)**

A final submission and/or draft of student assessment used to judge student level of achievement.

*\*Checkpoints may vary depending on subject and assessment type.*

# Junior Intervention Strategies

Start of Term/Unit

## Marker Students

- Identify students for improvement at the beginning of the T&L cycle.
- Plan precise strategies to generate lift.
- Utilise differentiation to inform 3 levels of planning to maximise student access to :
  - Content
  - Resources
  - Pedagogy
  - Assessment

Middle of Term/Unit

## Traffic Light

- Monitor progress of all students in the class and their satisfactory progress towards the achievement standard.
- Utilise monitoring tasks/strategies to observe and monitor student progress.
- Plan/update strategies to further support students who are 'at risk' to give them opportunities to further access and attain the achievement standards through completion of classwork and assessment.

End of Term/Unit

## Intervention

- Targeted intervention from the teacher, HOD and DP/HOY to further support 'at risk' students to access and complete assessment.
- Students captured in this progress may or may not be marker students.
- Whole college intervention strategies:
  - *Junior English/Maths Success Co.*
  - *First Nations Academic Outcomes*
  - *Students with a disability assessment room support.*
  - *HOD/HOY/DP Specific Support.*

Successful Academic Outcome

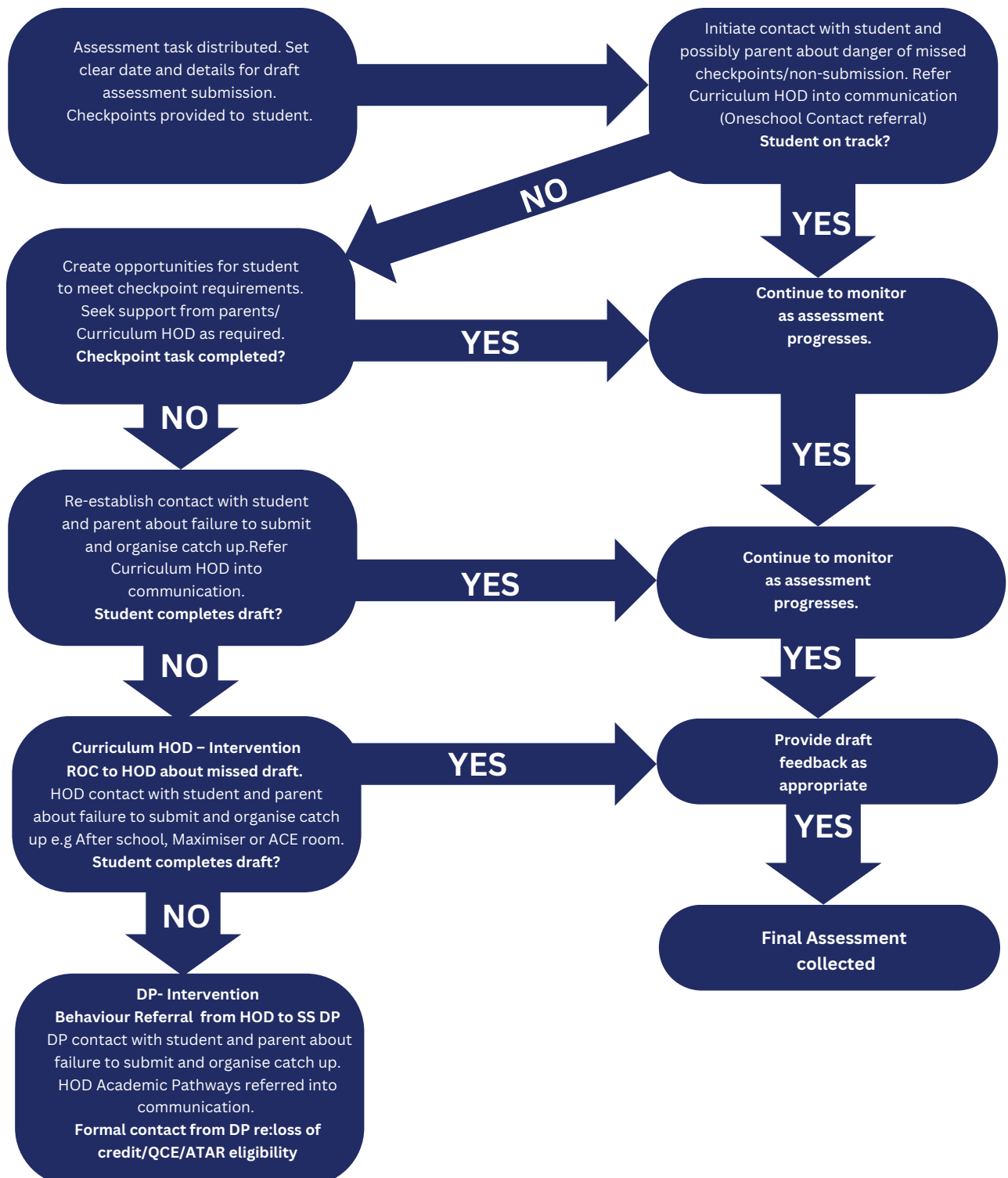
# Senior Schooling Intervention Strategy

Unit and assessment uploaded to Sharepoint – ensure checkpoints are included on task sheet. Assessment dates uploaded to Oneschool assessment calendar . All staff to follow unit sequence and timelines for assessment distribution

TEACHER

HOD

DP





# Whole School

## Drafting and Feedback

Drafting is a key checkpoint. Types of drafts differ depending on the given 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 within Year 10, 11 & 12.
- a consultative process that indicates aspects of the response to be improved or further developed.
- delivered in a consistent manner and format.
- provided within a suitable time frame of the submission of a draft to allow students to apply feedback before final submission.

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.

# Whole School Authenticity Processes

To ensure fairness and integrity in assessment, clear authentication processes are followed throughout checkpoints and drafting stages. These steps help confirm that submitted work genuinely reflects each student's own effort and learning.

What authentication processes can be used?

- **Collecting of formative data** to help verify student writing style and knowledge.
- **Establishing checkpoints** and collect work (e.g. visual checklist up in classroom or in folder).
- **Interviewing** students to clarify understanding of concepts discussed and vocabulary used.
- **Online AI checker** to determine likelihood students have plagiarised. *Should not be used on its own rather as a support to other strategies.*
- **Drafting** processes to monitor student's own progress towards instrument's instructions.

Students are expected to participate in authentication checkpoints (e.g. draft submissions, class discussions, or checkpoints) and respond to teacher feedback to demonstrate the development of their own work.



# Exams

- For units of learning where final assessment type is an exam, samples of student classwork and practice exams are collected as checkpoints and should be used to gather early evidence and authenticate student responses prior to a final exam.
- If students in Year 7-10 are absent on the day of the exam, they should sit a catch-up exam negotiated through the Curriculum HOD. If a catch-up exam is not feasible (integrity of assessment, logistics, etc.) student checkpoints can be used to judge a level of achievement.
- Year 11/12 Students are required to complete QCAA endorsed assessment. They should submit an application for an AARA to Academic Pathways HOD who will liaise with Curriculum HOD to organise a catch-up exam (comparative if required). Where possible due to planned absences, exams should be completed prior to departure.

## VET Subjects

- While VET subjects do not require submission of drafts as such, teachers should still set checkpoints for module completion throughout the term at similar fortnightly intervals.

# ACE Room

## *Accountability, Consistency & Early Intervention*

The ACE Room is an initiative to support students with the successful completion of assessment checkpoints. Managed by the College's leadership team, the ACE room is a supportive measure for both teachers and students. This alternate learning environment allows for targeted intervention for students to complete assessment, teaching accountability and the value of timely submission. The ACE room will be used by students in Year 11 & 12 only .

# Maximisers

To ensure all students have the opportunity to achieve their best, Maximiser sessions are offered as part of our commitment to academic success and equity. These sessions provide dedicated time and support for students to catch up on missed work, complete drafts, or receive additional guidance on assessment tasks.

Maximiser sessions are designed to help students stay on track, meet assessment deadlines, and confidently demonstrate their learning. Attendance may be requested by teachers and Heads of Department when students have outstanding tasks or have missed key checkpoints, ensuring every student has a fair and equitable chance to succeed in their subject. Maximiser sessions will be used by students in Year 10, 11 & 12 only .

# Boost

Boost sessions are offered in Junior Secondary Maths and English to support students in catching up on missed work and strengthening key skills. These targeted sessions provide additional time, resources, and teacher support to help students complete assessment tasks, improve understanding, and build confidence in core learning areas.

Students may be referred to Booster sessions if they have missed essential classwork, checkpoints, or need extra assistance to meet assessment expectations. These sessions ensure all students have the opportunity to succeed and achieve their potential in these foundational subjects.

# Extensions

In the case of student absences on assessment checkpoint due dates. Students, Teachers and Curriculum HODs should negotiate extensions to allow the submission of completed assessment checkpoint.

- In Year 7-9 extensions are approved and managed by Curriculum HODs for each subject.
- In Year 10-12 extensions are given as AARAs via the QCAA. These AARAs are approved and managed by the Academic Pathways HOD who will liaise with Curriculum HODs. Senior Students are required to provide a certificate (e.g. Medical Certificate, Death Certificate, etc.) for absences on final assessment due dates.

Diverse Learner's HOD will manage any QCAA approved AARAs around conditions of assessment for students with disability.

# Whole School

## Academic Misconduct

It is the responsibility of the classroom teacher to use authentication strategies during checkpoints to ensure students are on track early during a unit of assessment. If student is found to have plagiarised (including the use of AI) during any checkpoint;

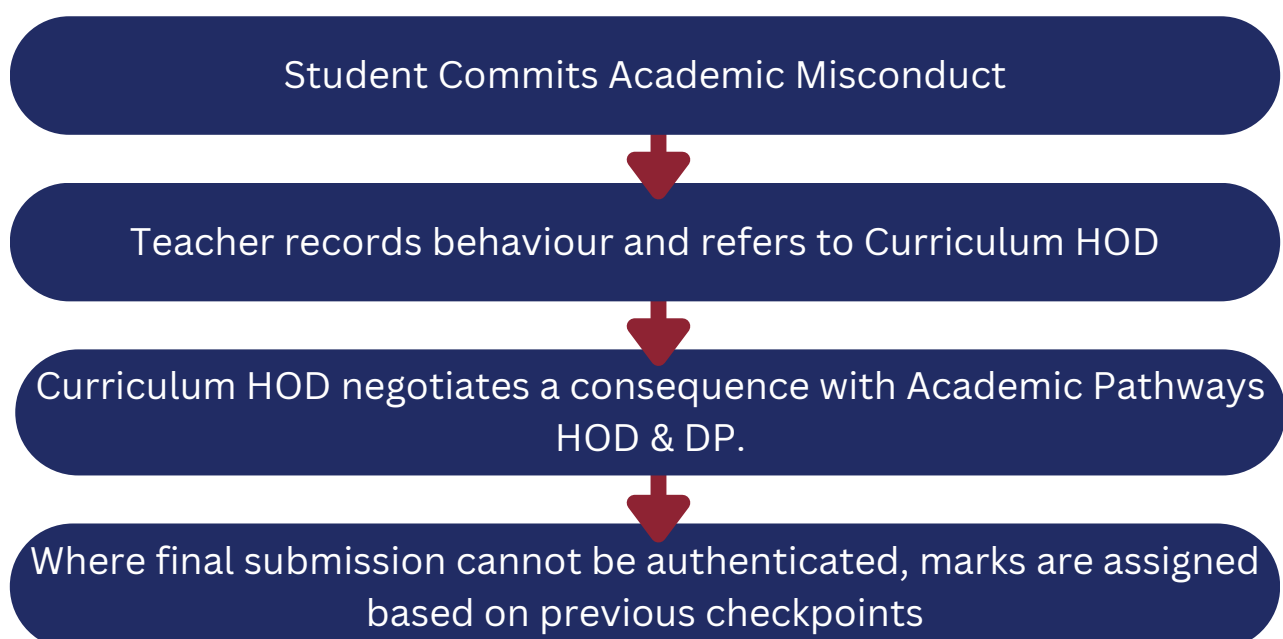
Teachers will;

- refer to Curriculum HOD as a behaviour.

Curriculum HOD will;

- negotiate consequences with Academic Pathways HOD and Deputy Principal where students will recomplete the checkpoint where possible.

If a student has plagiarised a final assessment task or exam (Checkpoint 5), that student is marked on evidence of learning gathered during previously authenticated checkpoints and the compromised section/s of the assessment is discounted.



# Recording of Academic Misconduct and Non-Submissions

During checkpoints, staff may make contact with a student and/or parent to provide updates on progress or concerns on progress. These records of contact will be referred to a Curriculum HOD if concerns are raised as per the intervention flowcharts in both Junior and Senior Schooling.

If a student is determined to have breached academic integrity, this must be logged as a behaviour on OneSchool.

This behaviour should be recorded as a MINOR and referred to the appropriate Curriculum HOD with Academic misconduct recorded as the behaviour category.

If a student is determined to have not submitted a draft after Curriculum HOD intervention, this must be logged as a behaviour on OneSchool.

This behaviour should be recorded as a MAJOR and referred to the appropriate Deputy Principal with Academic misconduct recorded as the behaviour category.

Consequences will be issued inline with the assessment policy in consultation with the Academic Pathway HOD and Deputy Principal.

# Academic Misconduct

## Consequences

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers on or before the due date that is verifiably the student's own work. In the instance where plagiarism is proved, only original work will contribute to the result.

## Use of Artificial Intelligence

If generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool was used must be included in student assessment submission. This must occur even if AI generated content is not included in the assignment.

Students must provide a clear description of the AI tool used, what they did and the date accessed using college referencing conventions. References should provide clear and accurate information of each source and should identify where the AI has been used in the submitted work.



# Glossary

**Checkpoint** - a point during a unit of learning where students are required to complete a task and submit it to their teacher.

**Formative Assessment** - tasks completed within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning.

**Draft Assessment**- tasks that allow teachers to review student work before the final assessment is submitted and grades given. This also helps students develop their responses with teacher feedback.

**Final Assessment** - the final submission of a student's abilities in response to a task, used to determine level of student achievement and assign grades.

**Authentication** - a way for teachers to determine that the work students have submitted is entirely their own and that student have not engage in academic misconduct (cheating, plagiarism, use of AI, etc.)

**HOD** - Head of Department, responsible for the teaching and learning within a given subject area.

**QCAA** - Queensland Curriculum & Assessment Authority, the statutory body for the Queensland Government responsible for the design and delivery of education in Queensland (Year 11-12). For further details please refer to the QCE and QCIA Handbook:

*<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>*