

A large, stylized pink lion logo is positioned in the upper half of the page. The lion is facing right, with its mouth open as if roaring. The logo is composed of solid pink shapes with white outlines for the mane, face, and tail. The background of the entire page is white, and the bottom half features a dark green rectangular area with a thin red line at the very bottom.

# Learning, Assessment and Reporting Policy

Last updated May 2025

# Learning, Assessment and Reporting 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) and aligns with the Australian Curriculum in Year 7 to Year 10. The framework for the policy is developed from the [QCE and QCIA policy and procedures handbook](#) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. It also aligns the Roadmap for P–10 curriculum, teaching assessment and reporting.

## Purpose

At MacGregor State High School, we believe that learning, assessment and reporting are inextricably linked. We recognise that assessment occurs in many forms, informally and formally, and includes a range of conditions and assessment types. We value learning as a shared responsibility and believe that the best possible outcomes for our students occur when each member of the school community works as part of a team. We also recognise the importance of consistently applying procedures across the student body to achieve equitable outcomes.

Learning at MacGregor challenges students to become critical, creative and reflective people of character, equipped to contribute to their communities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

## Principles

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

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and 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:
  1. validity, through alignment with 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

## Promoting academic integrity

MacGregor 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
<b>Location and communication of policy</b>	<p>The School's Learning, Assessment and Reporting Policy is located on the school website. All questions regarding this policy should be directed to the relevant Year Level Deputy Principal.</p> <p>To ensure the Policy is consistently applied, relevant processes will be revisited with students at regular intervals, such as:</p> <ul style="list-style-type: none"> <li>▪ at enrolment interviews</li> <li>▪ during Senior Education and Training planning</li> <li>▪ when the assessment schedule is published</li> <li>▪ when each task is handed to students</li> <li>▪ in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> Section 1	<p>MacGregor 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 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 achievement 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>
<b>Due dates</b>	<p><b>School responsibility</b>            MacGregor State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>▪ align with syllabus requirements</li> <li>▪ provide sufficient working time for students to complete the task</li> <li>▪ allow for internal quality assurance processes</li> <li>▪ enable timelines for QCAA quality assurance processes to be met</li> <li>▪ be clear to teachers, students and parents/carers</li> <li>▪ be consistently applied</li> <li>▪ be clearly communicated and available to students</li> <li>▪ give consideration to allocation of workload.</li> </ul>

	<p><b>Student responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>▪ understanding and adhering to the Policy</li> <li>▪ checking due dates</li> <li>▪ planning and managing their time to meet the due dates</li> <li>▪ informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>▪ inform their Classroom Teacher as soon as possible</li> <li>▪ provide the school with relevant documentation in line with the AARA process</li> <li>▪ adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the Principal's discretion. Refer to AARA information in the appendix.</p>
<p><b>Submitting, collecting and storing assessment information</b> Section 9 and 13</p>	<p>Assessment instruments will provide information about MacGregor State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Electronic submission for drafts and final copies will be submitted by 8:45am on the due date and, where appropriate, a hard copy will be submitted to the teacher by end that school day.</p> <p>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.</p>
<p><b>Appropriate materials</b></p>	<p>MacGregor State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

## Ensuring academic integrity

MacGregor State High School has procedures to ensure that there is consistent application of the Policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p><b>Scaffolding</b> Section 8</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. 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 learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p><b>Checkpoints</b> Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>▪ be detailed on student task sheets</li> <li>▪ monitor student progress</li> <li>▪ be used to establish student authorship</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment. They may require students to submit their work to date to demonstrate authentic and timely development of a response.</p> <p>Teachers will contact Heads of Departments and/or Parents/Carers if checkpoints are not met.</p>

<b>Drafting</b> Section 8	<p>Drafting is a key checkpoint. Drafts are due by 8:45am on the due date, through DayMap or QLearn. 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 nonsubmission for other reasons. Extensions to drafting due dates do not require an AARA. These are negotiated with the teacher and Head of Department. If a student fails to submit their draft by the due date, it is teacher discretion as to whether teacher feedback will be provided to the student.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>provided on a maximum of one draft of each student's response</li> <li>a consultative process that indicates aspects of the response to be improved or further developed</li> <li>delivered in a consistent manner and format for all students</li> <li>provided in a timely manner.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>compromise the authenticity of a student response</li> <li>introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>edit or correct spelling, grammar, punctuation and calculations</li> <li>allocate a mark.</li> </ul> <p>A copy of the student's draft will be stored by the teacher for Years 10 – 12.</p> <p>Parents and caregivers will be notified by the teacher about non-submission of drafts and the processes to be followed. This parental contact is logged in the student's OneSchool.</p>
<b>Managing response length</b> Section 8	<p>Students must adhere to assessment response lengths as specified by syllabus documents. 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 the response</li> <li>Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task</li> <li>Model responses within the required length are available</li> <li>Feedback about length is provided by teachers at checkpoints</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> <li>mark only the work up to the required length, excluding evidence over the prescribed limit (general case)</li> <li>Alternatively, teachers may request that the student redact their work to meet the word or time limit.</li> </ul> <p>Teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<b>Authenticating student responses</b> Section 8	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>MacGregor State High School uses the authentication strategies promoted by the 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. See the <a href="#">Student Code of Conduct</a>.</p>

**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**  
Section 6

Refer to the [MacGregor State High School website](#) for the latest AARA application processes.

**Applications for AARA**

MacGregor State High School is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (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 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019).

All approvals for short term AARA are managed by the Junior Secondary Head of Department (Year Levels 7-8), The Middle Secondary Head (9-10) or the Senior Schooling Head of Department (Year Levels 10-12). Long term AARA approvals for Senior Secondary students will be supported by program managers (HOD Senior Secondary, Guidance Officer, Head of Special Education Services, Diverse Learning Coordinator) who work more closely with individual students and their families around long term health or learning needs. Students in year 11-12 seek a long-term AARA application form from their program manager (support person) and submit with relevant medical documentation. Long term AARAs require supporting medical documentation, current within the last three years at the time of submission, and a school support letter (program manager).

The school aligns AARA policy with the [QCAA expectations and QCAA AARA long term conditions](#).

All AARA applications must be accompanied by the relevant supporting documentation (as outline in the AARA application) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded and stored with the AARA application.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

**Applications for extensions to due dates for unforeseen illness and misadventure** Refer to appendix section in this policy.

Students and Parents/Carers must download the relevant documentation from the school website and follow process for submission as outlined in the flowchart.

In exceptional circumstances that sit outside of the AARA guidelines, the principal (or delegate) may approve submission of assessment after the due date across year 7-10 and unit 1 and 2 in year 11 (through the AARA application process).

<b>Managing non-submission of assessment by the due date</b>	<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 do not submit a final response to an assessment (other than unseen examinations), the teacher uses student work completed on or before the due date to make a judgement. In every circumstance, a teacher will attempt to provide a rating where evidence of learning exists, e.g. observations, checkpoints, drafts, final etc.</p> <p><b>Years 7-10</b></p> <ul style="list-style-type: none"> <li>• In Year 7 to 10, for academic reporting, the teacher (in consultation with the HOD) will report on student evidence of learning available across the <i>semester</i> of work. This may result in a NR if no other assessment or evidence of learning has been completed throughout the <i>semester</i>.</li> <li>• The non-attendance of an unseen examination will result in the student sitting a comparable examination at the earliest reasonable opportunity as to provide opportunities to demonstrate learning. The decision to include the result for this examination in the overall grade will be made by the relevant Head of Department. This decision will consider any relevant information including the outcome of an AARA application. If no evidence is available the student may receive a not-rated for the task and their overall reported grade will be based on other assessment items if available.</li> </ul> <p><b>Years 11-12</b></p> <ul style="list-style-type: none"> <li>• In Unit 1 and 2 (year 11), a NR result for a Formative Internal Assessment (FIA) may lead to a NR result for the unit. This means the student has not submitted evidence across all unit objectives within the unit. This means the student may not receive a QCE point for the unit. The non-attendance of an unseen examination may result in the student being awarded a NR for the task unless an approved AARA is in place. This will occur unless there is student work available completed under similar conditions (e.g., practice exam).</li> <li>• In Unit 3 and 4 (year 12), a NR result for an Internal Assessment (IA) <i>will</i> result in the student not meeting the requirements of the subject and therefore will receive no QCE points for Unit 3 or 4 and no credit for these units. The non-attendance of an unseen examination will result in the student being awarded a NR for the task unless an approved AARA is in place. This will occur unless there is student work available completed under the similar conditions (e.g. practice exam).</li> </ul>
	<p>Parents and caregivers will be notified about their student's non-submission of, or non-attendance at, assessment. This record of contact is added into OneSchool. The faculty HOD will be responsible for making this contact in conjunction with the teacher.</p> <p>Should a student have a reason for not submitting an assignment by 8:45am on the due date or attending an examination, the information provided above will be used to determine a mark/grade if an AARA application is unsuccessful.</p>
<b>Internal quality assurance processes ( Moderation)</b>	<p>MacGregor State High School's quality 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 quality assurance tools provided by the QCAA</li> <li>▪ quality assurance of judgments about student achievement</li> </ul> <p>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.</p>
<b>Review</b>	<p>MacGregor State High School's 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.</p>

## External assessment administration

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
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<b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b>	<p>See the QCE and QCIA policy and procedures handbook and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>See also: External assessment — administration guide (provided to schools each year).</p>
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## Managing academic misconduct

At MacGregor State High School, we believe that assessment items serve as valuable opportunities for students to demonstrate their acquired knowledge and skills. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters, 2014). MacGregor State High School is committed to supporting students to complete assessment and to submit work that is their own, as well as minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them.

Types of misconduct	
<b>Artificial Intelligence (AI)</b>	<p>MacGregor SHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved. Satisfactory uses for AI by students are:</p> <ul style="list-style-type: none"> <li>· Research</li> <li>· Task comprehension</li> </ul> <p>Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities may include:</p> <ul style="list-style-type: none"> <li>· Student-teacher conferencing</li> <li>· Multiple choice questions about the task or the student response</li> <li>· Further stimulus for the student to demonstrate understanding</li> <li>· The use of version history from the Office 365 Applications</li> </ul> <p>The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.</p>
<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>



<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 a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <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>	<p>A student:</p> <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>	<p>A student:</p> <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>	<p>A student:</p> <ul style="list-style-type: none"> <li>▪ invents or exaggerates data</li> <li>▪ lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	<p>A student:</p> <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>	<p>A student distracts and/or disrupts others in an assessment room.</p>
<b>Plagiarism or lack of referencing</b>	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio/visual material, figures, tables, design, images, information or ideas).</p>
<b>Self-plagiarism</b>	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>
<b>Significant contribution of help</b>	<p>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.</p>

### Procedures for managing academic misconduct

In most cases the behavioural consequences for academic misconduct will be decided by the relevant Head of Department. Consequences will factor in the wider impact on students and where relevant, the volume of plagiarism. **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 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.

#### For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the [QCE and QCIA policy and procedures handbook Section 8.1.2 and Section 8.4](#). Where appropriate, the school's behaviour management policy will be implemented.

## Reporting

MacGregor State High School uses OneSchool for reporting. Semester reports are issued at end of Semester 1 and 2 for students in years 7-10. Students in year 11 and 12 receive reports at the conclusion of each unit 1-3. Year 12 students do not receive a report at the end of unit 4. Year 12 final results are distributed by the QCAA. Results are recorded with an A to E for Achievement, Effort and Behaviour.

To ensure consistency the Effort and Behaviour matrix is applied to all students to evaluate their effort and behaviour in every subject. [The Effort and Behaviour matrix is available on the school website.](#)

## Learning Reflection Interviews

Following a reporting period, teachers are available for Parent-Teacher conferencing. The teacher will indicate the need for an interview on the report. Parents are invited to arrange a mutually convenient time at any time throughout the year, to discuss their child's results and progress.

## Related school policy and procedures

Refer to other school policies as appropriate:

- [MacGregor State High School Student Code of Conduct.](#)

## AARA (Accessible Arrangements Reasonable Adjustments) Documentation

Refer to the [MacGregor State High School website](#) for the latest AARA application processes. The **7-10 AARA** and **Senior AARA** application forms and supporting documents can be found by searching "AARA" in the search box at the top of the website page.