Assessment Policy

Table of Contents

Assessment and Reporting Policies and Procedures

Brisbane South State Secondary College is committed, for now and for the long term, to set the 'new standard' in education. With leading-edge learning and expert teams steering us, we are working to create a new norm in education where learning is genuine and authentic – we believe education is more powerful when its real, where students have opportunity to connect and change theirs and others lives. Our unique learning framework ensures we are relentlessly focussed on improving educational outcomes and deep learning outcomes for every student, and we have developed our definition of success so that all learning partners (students, parents/guardians, teachers and staff) can have a shared understanding of what a successful student means in our College.

A successful student at Brisbane South State Secondary College knows themselves and is a lifelong learner. They are connected, healthy, confident and self-directed global thinkers who are passionate about their desired future.

Aligned to the Alice Springs (Mparntwe) Education Declaration, teachers ensure that student progress and achievement is measured in meaningful ways and continue to develop assessment that focuses on:

- Assessment for learning – enabling teachers to use information about student progress to inform their teaching;

- Assessment as learning – enabling students to reflect on and monitor their own progress to inform their future learning goals;

- Assessment of learning – assisting teachers, education leaders, parents, the community, researchers and policy makers to use evidence of student learning to assess student achievement against recognised goals and standards and drive improvements in student outcomes.

Teachers and students consider a wider and more diverse range of evidence when measuring deep learning, growth in learning, or success. The Learner First approach of using 'Authentic Mixed Method Evidence' allows teachers to assess both students' academic and social-emotional learning, supporting a holistic approach to education. This approach also provides students with multiple opportunities and modes to demonstrate their learning. Teachers design 'authentic' assessment that is both authentic to the students, and authentic to the standards. This ensures assessment is relevant and purposeful to students while aligning to the rigour and standards set by State, National and International educational authorities. Students build their self-understanding, connection and the global competencies alongside their curriculum knowledge. Self-assessments are embedded, allowing students and learning partners to identify their strengths and needs in order to be a 21st century learner, to build their agency to become lifelong learners, equipping them to overcome life challenges, and contribute back to humanity and the world.

We aim to develop assessment literate students from Year 7 to 12 and build towards agentic learners. Key driving activities that develop this are articulated throughout this policy.
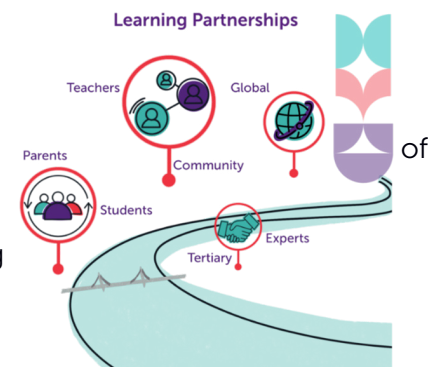
Learning Partners
Student Agency

Students at Brisbane South State Secondary College become agentic learners through a process self-understanding, connection and empowerment. In partnership with staff and families, agentic learners take control of their education, actively engaging in the learning process, setting goals, and making choices that drive their own academic journey.

They develop a deep sense of self-efficacy, believing in their ability to learn and overcome challenges. By being self-directed and adaptive, agentic learners not only acquire knowledge but also develop the Deep Learning Outcomes that serve them well beyond the classroom, making them more capable, authentic contributors to their own growth and success.

In learning and assessment, students increasingly take ownership by seeking out resources, asking questions, and experimenting with different strategies to work towards their desired future.

Learning Partners

Students, teachers, and families are essential partners in the learning process. Together, they form a collaborative ecosystem that nurtures a student's growth and development. Students bring their curiosity and enthusiasm, teachers provide guidance, knowledge, and support, while families offer a supportive environment and encouragement. This triad of stakeholders working in unison ensures a holistic and effective learning experience, promoting not only academic success but also personal growth and lifelong learning

Student Responsibilities	Parent Responsibilities	Teacher and School Responsibilities
Self-assess and peer-asses progression against the Deep Learning Outcomes.	Encourage students to submit all drafts and final assessment items by the due date and time. These can be found by checking the Daymap term overview.	Track, monitor and provide feedback on learning progress including checkpoints, conferencing and intervention.
Display and maintain academic integrity for all assessment work.	Inform the appropriate school staff of any difficulties relating to the completion of assessment items, where appropriate, before the due date.	Provide multiple opportunities for students to demonstrate what they know in flexible ways.
Make full use of class time, including consultation, check points, conferencing and drafting.	Provide documentary evidence where necessary E.g. doctors' certificate to support a request for an extension.	Make available all assessment due dates and timelines on school platforms including Daymap and Teams.

Learning Partners (continued)

Student Responsibilities	Parent Responsibilities	Teacher and School Responsibilities
Map out timelines to complete assessment checkpoints.	Attend Student-Led Conferences to ensure partnering with student and teachers, and support the student to communicate their strengths and goals in learning.	Provide reasonable adjustments for students with disability in relation to assessment.
Submit drafts and final copies of assessment by the due date and time.		Moderate and quality assure learning.
Complete a self-check in to ensure assessment is on track. Seek help when needed.		
Seek help from teacher before appealing any result.		

Leveraging Digital

Our Learning Management Systems have been created to ensure consistency and that students have choice and agency according to their learning styles and strengths. A range of suites, tools and readers are utilised in these systems for students to engage more deeply in their learning. This allows for higher levels of creativity and critical thinking in how they demonstrate their learning. At BSSSC, there is intentional design by staff in their digital pedagogy and the use of stylus pens for both staff and students blends the skills of cognitive science and educational best practice together with digital platforms for students to 'ink their thinking'.

Microsoft 365	Microsoft Teams	OneNote
Microsoft 365 is BSSSC's and the Department of Education's preferred suite of learning tools. It provides opportunities for formative and summative tasks, marking, feedback, storage. Microsoft also has an ability to integrate academic integrity software such as Turnitin.	Assignments in Teams allows for task creation, uploading of work, file storage and marking and feedback spaces. This data is co-shared between the teacher and student. Also allows for conferencing, chats to build in verbal and spoken assessments that can be recorded.	OneNote is a digital note-taking app that provides a single place for keeping all notes, research, plans, and information. The notebook functionality of OneNote allows for ongoing progression and evidence of learning that can be accessed by the teacher. It allows for individual student work and a shared collaborative space for group work.
	Other Microsoft tools utilised for learning and assessment: PowerPoint, Excel, Sway, Forms.	

Other Digital Tools Frequently Leveraged in Assessment

Textbooks and Readers	Jacaranda Plus jacaranda A Wiley Brand	Readcloud readcloud
Creative Suite	Adobe Creative Cloud	Canva
Quizzes and Surveys	Education Perfect	Mathspace

Assessment Deadlines and Calendars

The process of assessment and managing timelines is the business of all learning partners. As such, there is considered approaches in mapping these as curriculum teams across year levels with a student-centred approach at the forefront.

Information about deadlines is submitted and collected by the Head of Department Leadership Team and mapped onto calendars to look at stressors and other calendar events. Once confirmed these are added onto year level calendars on Daymap, a one-page assessment calendar will be shared for students and parents, and individual classes will add these due dates to their Teams. A year level Sway is emailed out each term which gives a general curriculum overview of each subject's curriculum and assessment related experiences and deadlines.

In senior secondary, this will function similarly across all pathways and will be communicated to both student and staff platforms.

Reporting

Student assessment, learning and progress is reported on by teachers and students. Both teachers and students make evidence-based judgements against the relevant subject Achievement Standards from the Australian Curriculum, Deep Learning Outcome Progressions, Instrument-Specific Marking Guides (ISMG), Marking Schemes and Markguides and Competency Outcomes. Reporting is categorised into three (3) core activities:

1.   Formal academic record

We report on the achievement, behaviour and effort of students twice a year through a formal academic record of student results across a semester of schooling. This record is populated and stored on OneSchool, which is the Department of Education's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. Achievement in this record reflects against the following scales;

Reporting Scale							
Learning Areas Achievement Standards (Australian Curriculum)	A		B		C	D	E
Value Added Programs (School-based)	Good Progress			Some Progress		Little Progress	
Deep Learning Outcomes Progression (School-based)	Geared for Success		Well on Track	Looking Promising		Getting Started	Not Yet Started
Behaviour and Effort (School-based)	Excellent		Very Good	Satisfactory		Needs Attention	Unacceptable
ISMG + marks /100 (QCAA)	A		B		C	D	E
Reporting Scale (International Baccalaureate)	1	2	3	4	5	6	7
Competencies (Vocational Education and Training)	Achieved	Not Achieved	Continuing	Withdrawn	Recognition of Prior Learning (RPL)	Credit Transfer	

2. Continuous release of academic progress

It is our priority to provide a continuous release of academic progress across all learning areas through Daymap, which includes the publishing of results by unit of learning. This information is published throughout the year and as assessment is marked and moderated. We have made the conscious decision to share academic results this way to better engage our community as learning partners in relation to assessment. We utilise our Daymap platform to do this so that results and progress in learning or subject areas are transparent and accessible.

3. Student-led conferences

Student-led conferences are a conference that involve teacher, student and parent. It is a celebration of growth and success led by the student and ensures they are sharing elements of their learning that is important to them. Student-led conferences occur once a year and are an opportunity for students to present a range of information about their learning from a holistic viewpoint. Their e-portfolio may include artefacts of learning, discussions of progress against the Deep learning Outcomes, an explanation of their goals, and how they've met them. It is an opportunity for students to share how their parents/guardians and teachers can further support their learning, connecting learning in the home and school. It is an important point in time for students to reflect on who they are, how they connect, how they contribute, and how they find meaning and fulfillment. This aligns to the College's unique learning framework, ensuring that students are the centre of everything we do.

Individual Circumstances

We take into consideration the individual circumstances of students to ensure equitable learning outcomes for our students across all types and modes of assessment. As a College we are guided by the reporting bodies we uphold in considering individual circumstances, below is the articulation of the specific processes and language used across pathways and phases of schooling, including the differences between them.

Years 7 to 10

The Department of Education's Curriculum, Assessment and Reporting Framework provides clarity got all State Schools in Queensland in relation to the ways in which barriers can be reduced in assessment for the individual circumstances of students including:

- Reasonable Adjustments – made to assessment conventions (mode and conditions) to support equitable access and participation for Students with Disabilities (refer to our College's Diversity, Equity and Inclusion Policy);
- Tailored Supports – available to all students and are considered on an individual bases. Tailored supports in assessment include application for extensions which are submitted by the student.

Years 11 to 12

The Queensland Curriculum and Assessment Authority (QCAA) and the International Baccalaureate (IB) have clear parameters and processes to consider the individual circumstances of students in relation to assessment including;

Queensland Curriculum and Assessment Authority (QCAA)

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to participate in assessment. The following are designed to assist these students:

- **Access arrangements**: action/s taken by the College so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment;

- **Reasonable Adjustments**: action/s taken by the school so that a student with an eligible disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.
Access arrangements and reasonable adjustments (AARA) are applied for through the school and are approved by the QCAA, and do require supporting documentation and evidence.

International Baccalaureate (IB)

Inclusive Access Arrangements are implemented to remove or reduce barriers so that every student can fully participate in and develop through IB programmes. Barriers are the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Inclusive Access Arrangements are considered when a learner is facing a long-term challenge and barrier, and are applied consistently in learning and teaching, and assessment. Inclusive Access Arrangements are applied for through the college (IB Coordinators) and are approved by the IB, and do not necessarily require supporting documentation and evidence.

Glossary of Terms

Term	Definition	Source
AMMA - Authentic Mixed Method Assessment	Using multiple sources of evidence to synthesise a student's knowledge, understanding and growth in curriculum areas and across the Deep Learning Outcomes.	The Learner First
Formative assessment	Formative assessment is undertaken throughout the teaching and learning process to determine progress on achieving learning outcomes/objectives. Formative assessment provides the basis for feedback that is used to adjust teaching and learning and can help teachers to differentiate instruction.	Understanding K–12 assessment
Summative assessment	Summative assessment is undertaken at defined key points of the teaching and learning process to indicate standards achieved and informs reporting/certification. Summative assessment provides sufficient evidence of learning to make defensible and comparable judgments about the quality of student responses against predetermined standards/objectives.	P-12 Assessment and Reporting Framework
Conferencing	A meeting between a teacher/mentor or coach to monitor progress and offer feedback.	
Mock Exams (Senior)	The purpose of the mocks is to prepare students for external assessment.	
Appeals (Senior)	**QCAA** Students may apply to the QCAA to have their external assessment or Senior External Examination scripts marked again (reassessed) if they believe there has been a marking error. **IB** The International Baccalaureate has a set appeals procedure for students wishing to appeal outcomes, academic misconduct, decisions in regard to adverse circumstance and inclusive assessment arrangements. **QTAC** QTAC offers an ATAR Appeal process which gives ATAR recipients the opportunity to request a review of their final ATAR result calculation.	**QCAA** Reassessment of External Assessment Result **IBO** Diploma Programme assessment appeals procedure **QTAC** ATAR appeals

Glossary of Terms

Term	Definition	Source
Self-assessment	Students complete a self-assessment or evaluation against a Deep Learning Outcome rubric in units of work.	
Deep Learning Outcomes	Citizenship, Character, Communication, Collaboration, Creativity, Critical Thinking, Connection and Self-understanding.	
Due Dates	QCAA Schools establish the due dates for all internal assessment, including summative internal assessment. In doing so, they consider a range of factors that suit the school context and the requirements to meet QCAA timelines for quality assurance and reporting activities. IB Schools will establish a course calendar and student handbook that establishes a 2-year assessment schedule that includes IAs, core components, mock and formative exams and summative November exams for DP and CP students.	QCAA Integrating Learning and Assessment
Progress Monitoring	Early intervention happens when students are deemed 'at risk.' This may include assessment grades, attendance, effort and/or behaviour. For IB DP and CP students, the coordinators of these programmes will monitor progress across academic, wellbeing and core completion requirements. All senior secondary students will be monitored by Year Level Coordinators holistically, Heads of Department for subject progress and Deputy Principals for attainment and QCE progress.	
Agency	Students discover their own passions and interests to reach their desired future. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.	

Glossary of Terms (continued)

Term	Definition	Source
Autonomy	Autonomous learners should: - Play an active role in their learning; - make decisions about their learning; - reflect and evaluate their learning.	Learner Autonomy
Internal Assessment	**ACARA** Students' results for General subjects are based on their achievement in three internal assessments and one external assessment. Internal assessments contribute 75% towards a student's final subject result, in most subjects. In Mathematics and Science subjects, internal assessment generally contributes 50%. Internal assessment results are not scaled by external assessment results when calculating a student's final subject result. For Applied subjects, all assessment is internal and marked and moderated by teachers and schools. Essential English and Maths have a CIA (Common Internal Assessment), which is written, marked and moderated externally by QCAA. **IB DP and CP** Teacher assessment is also used for most courses. This includes: - oral work in languages - fieldwork in geography - laboratory work in the sciences - investigations in mathematics - artistic performances.	ACARA Internal Assessment
External Assessment	**ACARA** External assessment is the final assessment in General and General (Extension) subjects, and the only assessment in General (Senior External Examination) subjects. It is: - common to all schools; - administered by schools under the same conditions at the same time and on the same day; - summative, and contributes to the overall subject result; - developed and marked by the QCAA according to a commonly applied marking scheme except for General (Senior External Examination) subjects with syllabuses borrowed from another jurisdiction, which	ACARA External Assessment

Glossary of Terms (continued)

Term	Definition	Source
	ACARA (continued) have external assessment set and marked by that jurisdiction - not used in Applied subjects. **IB** Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include: • essays • structured problems • short-response questions • data-response questions • text-response questions • case-study questions • multiple-choice questions—though these are rarely used.	**IB** Assessment and Exams
Queensland Department of Education	The Department of Education delivers world-class education services for Queenslanders at every stage of their personal and professional development.	Qld Department of Education
IB International Baccalaureate	The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.	IB
QCAA Queensland Curriculum and Assessment Authority	The QCAA is responsible for kindergarten guideline and senior secondary syllabus development, and for providing resources and services to help teachers develop curriculum, teaching and learning programs from kindergarten to Year 12. It also provides testing, assessment, moderation, certification and vocational education and training services to Queensland's education community. The QCAA develops, reviews and updates syllabuses. The QCAA also registers and audits schools to deliver vocational education and training (VET).	Queensland Curriculum and Assessment Authority

Glossary of Terms (continued)

Term	Definition	Source
ACARA Australian Curriculum, Assessment and Reporting Authority	The Australian Curriculum, Assessment and Reporting Authority is an independent statutory authority with a vision to inspire improvement in the learning of all young Australians through world-class curriculum, assessment and reporting.	ACARA
VET Vocational Education and Training	VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills. These certificates are nationally recognised qualifications and require an intensive and rigorous process for any RTOs (Registered Training Organisations) who offer these courses on their scope. A common RTO who offer lots of VET courses is TAFE Qld.	Vocational Education and Training
QCE Queensland Certificate of Education	The QCE is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12, but is also up to the age of 25) by the Queensland Curriculum and Assessment Authority. To be awarded a QCE you must complete a minimum of 20 credit points from a combination of courses, as well as passing literacy and numeracy and maintaining 12 points from core courses studied across the 4 semesters.	Queensland Certificate of Education
QCIA Queensland Certificate pf Individual Achievement	The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs for students with complex cognitive disabilities.	About the QCIA
Unit of Work	Units of work are part of the planned sequence for teaching the outcomes and/or content of a syllabuses. The duration of a unit of work could be for a number of weeks, a term or a semester. A unit of work provides learning experiences for students.	Creating units of work

Glossary of Terms (continued)

Term	Definition	Source
Evidence-based Judgement	Teachers make evidence-based judgments about a student's progress and achievement to inform teaching and learning, provide feedback to students and parents/carers and support school planning. Judgments about evidence of student learning are made against the Australian Curriculum achievement standard, which represents the C or equivalent standard.	Making Judgements
Assessment Literate	Assessment literacy is defined as the skills and knowledge teachers require to measure and support student learning through assessment. Students who are assessment literate are able to: • understand the purpose of what they are doing • understand the basis on which judgments will be made • demonstrate this understanding through their engagement with assessment • reflect on feedback and apply it in the future.	Assessment Literacy
Academic Integrity	Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. When students genuinely demonstrate and are principled in their learning, they achieve results based on their own work and effort. Breaches in academic honesty and the support practices in place can be found in the College's Academic Integrity policy.	QCAA Understanding K–12 assessment IB Academic Honesty
Moderation	Moderation of assessment is a process in which teachers engage in focused dialogue to share their observations and judgements in order to: • improve the consistency of their decisions • ensure their judgments are as valid, reliable and fair as possible. Conversations should occur before judgments about the quality of work are given to learners. This provides students and parents/guardians with confidence that the decisions made are an accurate judgment of achievement.	Understanding K–12 assessment

Request for extension

To be completed:

- Applying for an assessment extension.

Appendix

International Baccalaureate Access and Inclusion Policy 2022 – Primary and secondary barriers

Primary or Secondary Barrier	Sub-Area
Additional language (first or best language is not the language of instruction)	English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio - communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial

Appendix (continued)

Primary or Secondary Barrier	Sub-Area
Medical	Asthma
	Cancer
	Crohn's disease/irritable bowel syndrome (IBS)
	Diabetes
	Epilepsy
	Muscular Dystrophy
	Rheumatism
Mental Health	Anxiety
	Depression
	Eating Disorder
	Obsessive Compulsive Disorder
	Post-Traumatic Stress
Numeracy	Mathematical Anxiety
	Numerical Operation/Mathematical Fluency
Processing	Attention and Executive Processing
	Auditory Processing
	Information Processing
	Language Processing

Appendix (continued)

Primary or Secondary Barrier	Sub-Area
Processing (continued)	Long-term retrieval
	Scotopic sensitivity (Irlen syndrome)
	Short-term memory
	Visual - Motor
	Working Memory
Reading	Reading Comprehension
	Reading Fluency
Seeing	Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social-emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, etc.)
	Sexuality related
	Withdrawal/Isolation
Speech and language	Expressive Language
	Receptive Language
	Stammer/Stutter

Appendix (continued)

Primary or Secondary Barrier	Sub-Area
Writing	Handwriting/Typing Speed
	Spelling
	Written Expression/Fluency

Appendix

International Baccalaureate Access and Inclusion Policy 2022 – Removing Barriers

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