

Park Ridge State High Assessment Policy (Year 7-12) – 2026

Purpose and Rationale

At Park Ridge State High School (PRSHS), we believe that learning, assessment and reporting are integral to student success. We recognise that assessment occurs in many forms, informally and formally, and includes a range of conditions and assessment types. Our school purpose of providing “a versatile education for a versatile world” reflects our priority of ensuring assessment where appropriate is authentic and linked to real world tasks.

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 together as part of a team, ‘Learning together’. We also recognise the importance of consistently applying procedures across the student body to achieve equitable outcomes. Learning at PRSHS challenges students to become critical, creative and reflective people of character, equipped to contribute to their communities in an ever evolving 21st century world. It is for this reason that assessment is structured to enhance student learning and achievement. It allows students to demonstrate their knowledge, understanding, and skills, while also giving teachers valuable insights to guide their planning and instruction.

The purpose of this policy is to ensure that assessment practices across Years 7–12 are fair, consistent, transparent, and in line with the requirements of the K-12 Framework and Queensland Curriculum and Assessment Authority (QCAA). It also outlines the responsibilities of students, parents/carers, and staff.

Assessment serves three purposes. Assessment:

- **for learning** – teachers use evidence to inform teaching (formative).
- **as learning** – students reflect on progress and set learning goals (formative).
- **of learning** – teachers use evidence to determine levels of achievement (summative).

Scope and Alignment

This policy applies to all students from Years 7 to 12 at Park Ridge State High School. It provides information for students, teachers, and parents/carers about roles, responsibilities, processes and procedures to ensure integrity of assessment.

It aligns with:

- K–12 Curriculum, Assessment and Reporting Framework (Department of Education, Qld)
<https://education.qld.gov.au/curriculums/Documents/k-12-curriculum-assessment-reporting-framework.pdf>
- QCAA QCE and QCIA Policy and Procedures Handbook v7.0 <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

Principles of Assessment

High-quality assessment demonstrates validity, accessibility, and reliability.

Assessment at Park Ridge State High School is:

- Aligned with curriculum intent and teaching practices.
- Equitable and accessible for all students.
- Evidence-based, using QCAA standards to make judgements.

- Ongoing, providing multiple opportunities for students to demonstrate learning.
- Transparent, with clear communication of expectations and procedures.
- Reliable, ensuring consistency and comparability across classes and year levels.

Roles and Responsibilities

School Responsibilities

- Publish Assessment Schedules each term outlining due dates, checkpoints, and drafts.
- Ensure this policy is available to all students, staff, and parents/carers.
- Provide assessment task sheets and criteria / marking guides in advance.
- Provide reasonable time and support for assessment completion.
- Implement feedback, quality assurance and moderation processes.
- Report to parents on academic achievement

Student Responsibilities

- Submit assessment on time (including at checkpoints and by final due dates).
- Produce and submit their own authentic work.
- Reference all sources using a recognised format (Refer to student organiser).
- Inform teachers in advance if unable to meet assessment requirements following correct procedure for an extension.
- Keep evidence of authentic work.

Parent/Carer Responsibilities

- Support students to manage assessment workload.
- Contact the school early if there are concerns about assessment completion.
- Provide supporting documentation (E.g. medical certificate) when required.

Assessment Conditions

Assessment may include written tasks, oral presentations, performances, practical demonstrations, products, or projects. All students are expected to meet the conditions stated on their task sheets, including word / time limits, file formats, and submission requirements.

Years 7–10 (Australian Curriculum)

Submission of Assessment

- All assignments must be submitted on the due date (Your teacher will inform you around requirements).
- Work is submitted to the class teacher or through a digital platform (E.g. One Drive, Turnitin, Teams).
- Students requiring additional support to complete assessment should have adjustments recorded in a school RAAM document ([RAAM - Record of Assessment Adjustment & Modification](#)) or school equivalent.

Extensions and Illness/Misadventure

Extensions may be granted in cases of

- Illness or injury
- Family emergency or bereavement
- Exceptional circumstances approved by the Head of Department or Deputy Principal
- Social, Emotional, Cognitive reasons – including Long Term AARA applications

Requests should be made where possible in writing at least two school days before the due date. Supporting evidence (E.g. medical certificate or professional documentation (and/or optional parent statement) must be provided.

Non-Submission

- If assessment is not submitted by the due date without prior approval, judgements will be based on student evidence available up to that date (E.g. drafts, checkpoints, classwork).
- If no evidence exists, a Not Rated (N) result will be recorded.
- Parents/carers will be notified.
- A student might be requested to resubmit work upon request of teacher.

Academic Integrity

All student work must be authentic and reference sources acknowledged appropriately.

Plagiarism, collusion, and other forms of malpractice will result in consequences in line with the **Student Code of Conduct**.

Examples of malpractice include:

- Copying another person's work
- Allowing another student to copy your work
- Using paid services
- Submitting work completed by someone else
- Submitting work completed by AI (see AI policy)

Consequences may include:

- Marking only verified sections of work
- Resubmission under supervision
- Disciplinary action consistent with school policies and procedures

Years 11–12 (QCE and QCIA System)

Submission of Assessment

All due dates and checkpoints are published in the Assessment Schedule each term.
Students must:

- submit all assessment on the due date.
- submit work to the class teacher or through a digital platform (E.g. One Drive, Turnitin, Teams, Qlearn).
- meet draft and checkpoint deadlines for feedback and authentication.

Failure to meet checkpoints will result in parent contact and intervention by the teacher and if necessary, the Head of Department.

Access Arrangements and Reasonable Adjustments (AARA)

Park Ridge State High School follows the guidelines set by the Queensland Curriculum and Assessment Authority for Access Arrangements and Reasonable Adjustments (AARA). AARA provisions are designed to support students with disability, impairment, medical conditions, or other circumstances that may impact their ability to complete assessment, ensuring fair and equitable access to demonstrate their learning.

Applications (available from the school website) must be:

- submitted to the Head of Senior Schooling or the Deputy Principal.
- supported by documentation (E.g. medical report, student statement).
- submitted as early as possible, in line with QCAA timelines.

QCAA AARA information:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara>

Managing Response Length

Students must adhere to task requirements regarding word count, time limits, and scope. Teachers must provide this feedback to students at checkpoints where relevant.

If work exceeds the required length:

- Teachers may assess only the portion within the prescribed limit, or
- Students may be asked to edit their work before submission.

Non-Submission

- If assessment is not submitted by the due date without prior approval, judgements will be based on student evidence available up to that date (E.g. drafts, checkpoints, classwork).
- Teachers will use any existing evidence (drafts, classwork) to determine a result.
- If no evidence exists, the student will receive a Not Rated (NR) result (HOD must be notified).
- A Not Rated (NR) may affect QCE eligibility and ATAR calculation.

Academic Integrity

Academic integrity is central to the QCE system. Students must ensure their work is original and properly referenced. PRSHS instills this by developing student skills and modeling appropriate academic practices. All students complete QCAA's Academic Integrity Course online, at the start of their senior years (as part of QCE eligibility requirements).

Examples of academic misconduct include:

- Cheating or using unauthorised materials and or technology in exams.
- Collusion or sharing work with peers.
- Contract cheating (paying for or receiving unauthorised help).
- Plagiarism or copying from others.
- Submitting work completed by AI (see AI policy).

In these instances, any consequences follow QCAA guidelines around awarding of marks/grades and **attainment of QCE points or ATAR eligibility**.

Illness and Misadventure (Years 11–12)

Students who experience unexpected illness or personal circumstances must:

- Notify the school as soon as possible.
- Submit a completed AARA or Illness/Misadventure Application with supporting documentation.

For external assessments, all applications must follow QCAA processes and deadlines.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/10-external-assessment>

Quality Assurance and Moderation

All assessments are subject to internal moderation to ensure fairness and consistency.

- Teachers engage in before, after, end moderation discussions (Refer to PRSHS Moderation processes).
- Judgements are based on evidence matched to QCAA standards.
- Senior subjects participate in QCAA endorsement, confirmation and applied quality assurance processes to ensure reliability of judgements.



Review of Results

Students may request a review of an assessment result after first seeking clarification from their teacher.

Requests should be made in writing to the Head of Department.