
S T J O S E P H ' S
NUDGEE
COLLEGE
Afternoon Prayer
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2026
SIGNUM FIDEI
ACADEMIC POLICY HANDBOOK
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Introduction

ST JOSEPH'S NUDGEE COLLEGE

Context

St Joseph's Nudgee College is a Catholic day and boarding school for boys in Years 5 to 12 in the Edmund Rice tradition.

The policies collated in this booklet articulate how the College upholds fairness, consistency and transparency as part of administering learning and assessment.

In Years 5-10, Nudgee College's learning and assessment program is organised around the Australian Curriculum that has been developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Queensland Curriculum and Assessment Authority (QCAA) also provides oversight for all Queensland schools.

In Years 11-12, the College's learning and assessment program is administered in accordance with the requirements of the Queensland Senior Syllabuses, overseen by the QCAA.

Learning and Assessment in the Junior Years (5-6)

For students in Years 5-6, learning and assessment is facilitated by the Junior School. The approach aligns with the policies in this booklet but there is variation in some policies and procedures to ensure that learning and assessment is facilitated in age appropriate ways. The Director of the Junior school liaises with the Learning and Teaching office in this regard and has discretion to make decisions.

Learning and Assessment in the Middle Years (7-10)

Learning and assessment for students in Years 7-9 is organised around the learning areas of the Australian Curriculum and teachers make judgements about student achievement based on the associated Achievement Standards.

Learning and Assessment in the Senior Years (10-12)

All students at Nudgee College in Years 10 and 12 engage in learning prescribed by the Queensland senior syllabuses and work toward the completion of the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA). Some students will also work toward an Australian Tertiary Admissions Rank (ATAR) and Vocational Education and Training (VET) qualifications. For further information about how the College facilitates certification in Years 11 and 12, please refer to the ***Senior Subject Handbook***.

As part of administering learning and assessment in the senior years, the College is responsible for upholding the expectations outlined in the ***QCE and QCIA Handbook***. The College is responsible for applying this to our school context and all senior policies align with these guidelines.

Vocational Education and Training (VET)

Nudgee College delivers a range of VET qualifications in Years 10, 11 and 12 as a school registered training organisation (RTO). The QCAA operates as a delegate for the Australian Skills Quality Authority (ASQA). All learning and assessment for VET qualifications is competency-based, whereby a student is deemed competent or not yet competent.

The Learning Management System

The College's Learning Management System is where students and parents/carers and teachers access Unit Overviews, Assessment Tasks, teacher feedback and final grades for assessment. Students access this information and upload their responses to assessment tasks via ***Student Cafe***. Parents/carers access this information via the ***Parent Lounge***. Teachers upload Unit Outlines, Assessment Tasks, provide feedback on student submissions and report on students' levels of achievement via ***Teacher Kiosk***.

Middle Years (7-9) Assessment Policy

Relevance	Years 7-9
Version History	Last updated May 2026
Relationship	Academic Integrity Policy Attendance, Leave and Assessment Policy Examination Policy Illness and Misadventure Policy Moderation Policy Scaffolding, Checkpoints, Drafting and Feedback Policy

Rationale

In Years 7-9, assessment is a purposeful process of gathering and analysing evidence of student learning in order to make judgments about a student's progress in relation to the Achievement Standards prescribed by the Australian Curriculum. Assessment serves as an opportunity for students to demonstrate what they know and can do, and for teachers to provide feedback. It is also an opportunity for a student to reflect on their learning and set goals for improvement.

Formative assessment is aimed at monitoring student learning, providing feedback and identifying areas for improvement. Summative assessment is primarily aimed at determining a student's level of achievement at the end of a course of study. Modes of assessment are distinct to each subject. Examples of commonly used assessment items include assignments, projects, multimodals, performances and examinations.

Principles and Attributes of Quality Assessment

Assessment at Nudgee College is underpinned by the Principles and Attributes of Quality Assessment outlined by the QCAA.

In summary, assessment items are:

- **Aligned** with the Australian Curriculum.
- **Equitable**, such that every student has an opportunity to demonstrate *what they know* and *can do*.
- **Evidence based** whereby teacher judgements are determined by evidence of student learning.
- **Ongoing**, whereby student progress is monitored over time and teachers provide feedback at important checkpoints.
- **Informative**, in that it provides information to teachers, students and parents/carers about what a student *knows* and *can do*.
- **Reliable**, in that judgements made by teachers are consistent and defensible.

Assessing Standards of Achievement

In Years 7-9 teachers make judgements about a student's level of achievement by matching evidence of student work to the Achievement Standards and Content Descriptors outlined by the Australian Curriculum. In order to make an on-balance judgement, teachers may examine more than one piece of student work.

All teachers engage in moderation processes aimed at ensuring that the judgements they make about a student's level of achievement are valid. For further information, please refer to the College's ***Moderation Policy***.

Accessing Assessment via the Learning Management System

Course Outlines and Assessment Tasks are uploaded to the College's LMS. Assessment Tasks will include a task description, assessment conditions, marking criteria and due dates for the draft (where applicable) and the final submission.

In most cases, students are required to submit their response to an assessment task via Student Cafe. The only exceptions to this are modes of assessment that cannot be digitally uploaded. Examples of this include a physical performance in Physical Education, or a project in Design Technologies.

Assessment Submission

- Students must abide by the College's ***Academic Integrity Policy*** as part of preparing and submitting their response to assessment tasks.
- Students must digitally submit their response to an assessment task (draft and/or final) on Student Cafe by 4:00pm on the due date. For further information about the submission of drafts and the return of feedback, please refer to the College's ***Scaffolding, Checkpoints, Drafting and Feedback Policy***.
- Where the nature of the assessment task (draft and/or final) makes it impractical to submit a digital response via Student Cafe, students must ensure submission to their teacher by 4:00pm on the due date.
- For spoken and multimodal assessments, the order of speakers is determined by the classroom teacher. All students must be ready to present on the first day of presentations.
- In regards to practical assessments, a due date and time is designated by the relevant teacher. Completion of assessment is to occur in the scheduled lesson/s.
- Parents of students who are ill or face misadventure and cannot submit assessment by the due date need to apply for short-term Access Arrangements and Reasonable Adjustments (AARA) in advance of the due date. Please refer to the College's ***Illness and Misadventure Policy*** and ***Attendance, Leave and Assessment Policy***. Absence from school on the day an assessment is due is not grounds for an extension unless AARA has been pre-approved.
- Students who do not submit a draft by the due date will be issued an Academic Detention (45 minutes).
- Students who do not submit a final by the due date (without approved AARA) may be assessed on other evidence of their learning. This can include their draft submission and/or evidence of their learning collected as part of class work and homework activities.

Assessment and Reporting

The College subscribes to a continuous assessment model whereby students engage in ongoing formative and summative assessment in order to continuously reflect on their learning, monitor their progress and receive feedback from teachers about how to improve.

Teacher feedback and student outcomes for assessment tasks are uploaded to the LMS. Students can access this information via Student Cafe and parents/carers can access this information via the Parent Lounge.

In Years 7-9, teachers report on students' level of achievement at the end of Semester 1 and Semester 2.

Examinations

Please refer to the College's ***Examination Policy***.

References

- Queensland Curriculum and Assessment Authority, (2022). *Understanding K-12 Assessment*: ***www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment***

Year 10 Assessment Policy

Relevance	Year 10
Version History	Last updated May 2026
Relationship	Academic Integrity Policy Attendance, Leave and Assessment Policy Examination Policy Illness and Misadventure Policy Moderation Policy Scaffolding, Checkpoints, Drafting and Feedback Policy

Rationale

Assessment in Year 10 is a purposeful process of gathering and analysing evidence of student learning in order to make judgements about a student's progress in relation to the Australian Curriculum Achievement Standards while also preparing students for the expectations and processes of the Queensland Certificate of Education (QCE) system in Years 11 and 12.

Year 10 represents an important transition year between the Middle Years and the Senior Years. While assessment remains aligned to the Australian Curriculum and ACARA Achievement Standards, the College adopts assessment procedures and expectations that reflect the requirements students will encounter in Years 11 and 12 under QCAA guidelines.

Assessment serves as an opportunity for students to demonstrate what they know and can do, and for teachers to provide feedback. It is also an opportunity for students to reflect on their learning and set goals for improvement.

Formative assessment is aimed at monitoring student learning, providing feedback and identifying areas for improvement. Summative assessment is primarily aimed at determining a student's level of achievement at the completion of a unit of work or semester. Modes of assessment are distinct to each subject. Examples of commonly used assessment items include assignments, projects, multimodals, performances and examinations.

Principles and Attributes of Quality Assessment

Assessment at Nudgee College is underpinned by the Principles and Attributes of Quality Assessment outlined by the QCAA.

In summary, assessment items are:

- **Aligned** with the Australian Curriculum.
- **Equitable**, such that every student has an opportunity to demonstrate *what they know* and *can do*.
- **Evidence based** whereby teacher judgements are determined by evidence of student learning.
- **Ongoing**, whereby student progress is monitored over time and teachers provide feedback at important checkpoints.
- **Informative**, in that it provides information to teachers, students and parents/carers about what a student *knows* and *can do*.
- **Reliable**, in that judgements made by teachers are consistent and defensible.

Assessing Standards of Achievement

In Year 10, teachers make judgements about a student's level of achievement by matching evidence of student work to the Achievement Standards and Content Descriptors outlined by the Australian Curriculum.

As Year 10 is a transition year into Senior schooling, students are expected to engage with assessment processes and expectations that closely mirror those used in Years 11 and 12. This includes meeting due dates, examination attendance requirements and authentication processes.

Teachers may examine more than one piece of student work in order to make an on-balance judgement regarding a student's level of achievement.

All teachers engage in moderation processes aimed at ensuring that the judgements they make about a student's level of achievement are valid and consistent. For further information, please refer to the College's ***Moderation policy***.

Accessing Assessment via the Learning Management System

Course Outlines and Assessment Tasks are uploaded to the College's LMS. Assessment Tasks will include a task description, assessment conditions, marking criteria and due dates for the draft (where applicable) and the final submission.

In most cases, students are required to submit their response to an assessment task via Student Cafe. The only exceptions to this are modes of assessment that cannot be digitally uploaded. Examples of this include a physical performance in Physical Education, or a project in Design Technologies.

Assessment Submission

- Students must abide by the College's ***Academic Integrity Policy*** as part of preparing and submitting their response to assessment tasks.
- Students must digitally submit their response to an assessment task (draft and/or final) on Student Cafe by 4:00pm on the due date. For further information about the submission of drafts and the return of feedback, please refer to the College's ***Scaffolding, Checkpoints, Drafting and Feedback Policy***.
- Where the nature of the assessment task (draft and/or final) makes it impractical to submit a digital response via Student Cafe, students must ensure submission to their teacher by 4:00pm on the due date.
- For spoken and multimodal assessments, the order of speakers is determined by the classroom teacher. All students must be ready to present on the first day of presentations.
- In regards to practical assessments, a due date and time is designated by the relevant teacher. Completion of assessment is to occur in the scheduled lesson/s.
- Parents of students who are ill or face misadventure and cannot submit assessment by the due date need to apply for short-term Access Arrangements and Reasonable Adjustments (AARA) in advance of the due date. Please refer to the College's ***Illness and Misadventure Policy*** and ***Attendance, Leave and Assessment Policy***. Absence from school on the day an assessment is due is not grounds for an extension unless AARA has been pre-approved.
- Students who do not submit a draft by the due date will be issued an Academic Detention (45 minutes).
- Students who do not submit a final by the due date (without approved AARA) may be assessed on other evidence of their learning. This can include their draft submission and/or evidence of their learning collected as part of class work and homework activities.


Addition Strategies
Number Line
3 + 9
3 + 9 = 12
23 + 24
or
23 + 24 = 47
Maths
Rounding to the Nearest 10
Round up to 240
Round down to 230
Rounding to the Nearest 100
Subtraction Strategy
Counting On
33 - 16 =
73 - 56 =
1x
1x1=1
1x2=2
1x3=3
1x4=4
1x5=5
1x6=6
1x7=7
1x8=8
1x9=9
1x10=10
1x11=11
1x12=12
Number Line
Expanded Columns

Assessment and Reporting

The College subscribes to a continuous assessment model whereby students engage in ongoing formative and summative assessment in order to continuously reflect on their learning, monitor their progress and receive feedback from teachers about how to improve.

Teacher feedback and student outcomes for assessment tasks are uploaded to the LMS. Students can access this information via Student Cafe and parents/carers can access this information via the Parent Lounge.

In Years 7-10, teachers report on students' level of achievement at the end of Semester 1 and Semester 2.

Examinations

The College recognises examinations as an important component of preparing students for Senior schooling and QCAA assessment expectations.

- Students are expected to attend all scheduled examinations.
- If a student knows they will be absent for a scheduled examination due to approved leave, sporting commitments, co-curricular activities or other foreseeable circumstances, the student must sit the examination prior to their absence where reasonably possible.
- Students who are absent for an examination due to illness or misadventure are required to sit the examination on the day they return to school, unless alternative arrangements have been approved by the College.
- Students and parents/carers must provide appropriate documentation to support applications for illness or misadventure in accordance with the College's Illness and Misadventure Policy.
- Failure to complete an examination without approved AARA or documented misadventure may result in the student being assessed using other available evidence of learning.
- In circumstances where a student is unable to complete an examination at the end of the academic year, and where it is not possible or practical for the examination to be rescheduled, the College may determine a result using available evidence of student achievement. This evidence may include:
    - previous assessment results
    - drafts or partial responses
    - class work and supervised assessment completed throughout the year
    - evidence contained within the student's Google Drive or College learning platforms
    - teacher authentication records and observations
    - demonstrated achievement against the Australian Curriculum Achievement Standards.

The College reserves the right to make professional judgements regarding student achievement based on the available body of evidence.

For further information, please refer to the College's ***Examination Policy***.

References

- Queensland Curriculum and Assessment Authority, (2022). *Understanding K-12 Assessment*: ***www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment***

Senior Years (11-12) Assessment Policy

Relevance	Years 11-12
Version History	Last updated May 2025
Relationship	Academic Integrity Policy Attendance, Leave and Assessment Policy Examination Policy Illness and Misadventure Policy Response Length Policy Scaffolding, Checkpoints, Drafting and Feedback Policy Moderation Policy

Rationale

Assessment is a purposeful process of gathering and analysing evidence of student learning in order to make judgments about a student's progress. Assessment serves as an opportunity for students to demonstrate their knowledge and skills, and for teachers to provide feedback.

In Years 11 and 12, assessment contributes to certification, primarily the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA). For some students, assessment will also contribute to their Australian Tertiary Admissions Rank (ATAR) and/or Vocational Education and Training (VET) certifications. The College is responsible for using the QCE and QCIA Policy and Procedures Handbook to develop its own school-based assessment policy for Applied, Applied (Essential), General and General (Extensions) subjects and Short Courses. School-based assessment policies allow schools to cater for their school context while ensuring that approaches across the state are comparable.

This Senior Assessment Policy is intended to be a summary of the school's approach for:

- Promoting student engagement in learning and assessment
- The Principles and Attributes of Quality Assessment
- Accessing assessment via the College's Learning Management System and managing due dates

The College has also developed separate policies, included in this booklet, that address:

- Academic Integrity (including authentication strategies)
- Scaffolding, Checkpoints, Drafting and Feedback
- Response Length
- Examinations
- Illness and Misadventure (AARA)
- Moderation (Internal Quality Assurance)

Principles and Attributes of Quality Assessment

Assessment at Nudgee College is underpinned by the Principles and Attributes of Quality Assessment outlined by the QCAA.

In summary, assessment items are:

- **Aligned** with the senior syllabuses
- **Equitable**, such that every student has an opportunity to demonstrate knowledge and skills
- **Evidence based** whereby teacher judgements are determined by evidence of student learning
- **Ongoing**, whereby student progress is monitored over time and teachers provide feedback at important checkpoints
- **Informative**, in that it provides information to teachers, students and parents/carers about what a student's progress in their course of study
- **Reliable**, in that judgements made by teachers are consistent and defensible

Engaging in Learning and Assessment

For a student to be fairly assessed for a unit of work they must engage with the syllabus content and complete assessment items as prescribed by the QCAA syllabus documents in order to demonstrate evidence of their learning. The College submits assessment instruments to the QCAA for endorsement. In order to report on student achievement, teachers gather evidence of learning and match this to the relevant syllabus standards, reporting standards or Instrument Specific Marking Guide (ISMG) for the relevant syllabus. The College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments in all subjects, for all units.

In the context of VET qualifications, students are deemed competent or not yet competent.

When enrolled in Applied and Applied (Essential), General and General (Extension) subjects, and Short Courses, students are expected to complete all course and assessment requirements.

For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. To achieve a unit result for Unit 1 or Unit 2, students must provide a response to each assessment that is designed to be reported to the QCAA.

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment
- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination.

Where there is no evidence of a response to each summative assessment on or before the due date as set by the school, a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit.

External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published by the QCAA.

Accessing Assessment via the Learning Management System

Course Outlines and Assessment Tasks are uploaded to the College's LMS at the beginning of each unit of work. Assessment Tasks include a task description, the assessment conditions, marking criteria and due dates for the draft (where applicable) and the final submission.

In most cases, students are required to submit their response to an assessment task via Student Cafe. The only exceptions to this are modes of assessment that cannot be digitally uploaded. An example of this is a physical performance in Music or a project in Visual Art.

Assessment Submission

- Students must abide by the College's ***Academic Integrity Policy*** as part of preparing and submitting their response to assessment tasks.
- Students must digitally submit their response to an assessment task (draft and/or final) on Student Cafe by 4:00pm on the due date. For further information about the submission of drafts and the return of feedback, please refer to the College's ***Scaffolding, Checkpoints, Drafting and Feedback Policy***.
- Where the nature of the assessment task (draft and/or final) makes it impractical to submit a digital response via Student Cafe, students must ensure submission to their teacher by 4:00pm on the due date.
- For spoken and multimodal assessments, the order of speakers is determined by the classroom teacher. All students must be ready to present on the first day of presentations.
- In regards to practical assessments, a due date and time is designated by the relevant teacher. Completion of assessment is to occur in the scheduled lesson/s.
- Parents of students who are ill or face misadventure and cannot submit assessment by the due date need to apply for short-term Access Arrangements and Reasonable Adjustments (AARA) in advance of the due date. Please refer to the College's ***Illness and Misadventure Policy*** and ***Attendance, Leave and Assessment Policy***. Absence from school on the day an assessment is due is not grounds for an extension unless AARA has been pre-approved.
- Students and parents/carers are informed in a timely manner when incomplete assessment may mean that the student will not meet requirements for a subject or course result.

Examinations

Please refer to the College's ***Examination Policy***.

References

- Queensland Curriculum and Assessment Authority, (2022). *Principles and attributes of assessment*: ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system/7.1-principles-attributes-assessment***
- Queensland Curriculum and Assessment Authority, (2024). Integrating learning and assessment: ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#0***

Assessment and Reporting for QCAA General Subject Units 1 & 2

Relevance	Years 11-12
Version History	Last updated September 2025
Relationship	Academic Integrity Policy Attendance, Leave and Assessment Policy Examination Policy Illness and Misadventure Policy Response Length Policy Scaffolding, Checkpoints, Drafting and Feedback Policy Moderation Policy

Rationale

This policy ensures that assessment and reporting practices at the College align with Queensland Curriculum and Assessment Authority (QCAA) requirements for General subjects. It clarifies expectations around Unit 1 and Unit 2 assessment programs, the role of "external-style" assessments, and the developmental appropriateness of assessment design.

The College affirms that

- Unit 1 and Unit 2 are reported separately, each requiring completion of its own assessment program.
- External-style assessments at the end of Unit 2 can be used to support practice and familiarity but do not replace the Unit 1 assessment.
- Judgments must be timely, fair, and developmentally appropriate, ensuring no student is disadvantaged in their pathway choices.

Unit-based Assessment Requirements

- Each unit (Unit 1 and Unit 2) must include at least one assessment designed for that unit.
- All unit objectives must be assessed at least once within the unit's assessment program.
- Unit results are determined from the assessment program of that unit only, not carried over or bundled with another unit (QCAA, 2025a).

Determining Unit Results

- Judgments of student achievement for each unit are based on evidence collected across that unit's assessment program.
- Whilst a result for a unit can be determined from one instrument, it is highly recommended that subjects develop more than one type of assessment, as is the case for Units 3 and 4.
- The Unit 1 result must be finalised upon completion of the Unit 1 assessment program, and likewise for Unit 2 (QCAA, 2025b).

External-style Assessments in Units 1 & 2

- Subjects may replicate the technique of external assessments at the end of Unit 2 to provide students with developmental experience.
- If such an assessment includes objectives from Unit 1, this may be considered additional evidence.
- However, this does not replace the requirement for Unit 1 to have its own assessment and completed result at the end of that unit (QCAA, 2025b).

Developmental Appropriateness

- Assessment instruments must be timed to reflect the developmental stage of the course and be suitable for the students' age and stage of learning.
- Assessment design must prepare students progressively for Units 3 and 4, without imposing summative external-style conditions prematurely (QCAA, 2025a).

Subject Changes and Fairness

- Students who change subjects after Unit 1 must receive a finalised Unit 1 result (Satisfactory/Unsatisfactory) based on the Unit 1 assessment program.
- Delaying the judgment of Unit 1 until after a Unit 2 assessment disadvantages students seeking subject changes and is not aligned with QCAA expectations (QCAA, 2025c).

References

- Queensland Curriculum and Assessment Authority. (2025a). Senior education profile (SEP) handbook: Section 7.3.3 *Assessment Requirements and Instruments:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/7-the-assessment-system/7.3-assessment-requirements***
- Queensland Curriculum and Assessment Authority. (2025b). Senior education profile (SEP) handbook: Section 11.1 *Determining Results:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/11-reporting-results/11.1-making-judgments-about-student-achievement***
- Queensland Curriculum and Assessment Authority. (2025c). Senior education profile (SEP) handbook: Section 8.2.1 *Changing Subjects:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment***

Examination Policy

Relevance	Years 7-12
Version History	Last updated May 2026
Relationship	Academic Integrity Policy Attendance, Leave and Assessment Policy Illness and Misadventure Policy Middle Years (7-9) Assessment Policy Year 10 - Assessment Policy Senior Years (11-12) Assessment Policy

Rationale

Examinations are an important part of the College's assessment program. They assess what students know and can do independently at important checkpoints in their course of study. Examinations include subject-based exams as well as standardised tests like Progressive Achievement Tests and the National Assessment Program - Literacy and Numeracy (NAPLAN). Year 12 students who complete General subjects will complete External examinations set by the QCAA.

This policy outlines the conditions for internal, subject-based exams. The duration and rigour of these examinations increases as students mature and progress in their learning. The College works with students to develop their skills for succeeding in examinations through classroom lessons and targeted workshops.

Examination Conditions

When administering exams, teachers are responsible for ensuring exam conditions in order to uphold academic integrity and to ensure all students have opportunities to succeed. These conditions include:

- a quiet environment, where stimulus has been removed from the classroom walls and where students are separated from each other
- clear direction for students regarding the behavioural expectations during the examination, including direction for removing access to technological devices not required for the exam (e.g. mobile phones)
- clear instructions, including the time available for perusal and writing and permitted materials
- a visible clock/timer so that students can monitor their use of time throughout the duration of the examination
- the facilitation of Access Arrangements and Reasonable Adjustments (AARA) for students who entitled to this (e.g. additional time, rest breaks)

Scheduling of Examinations and Communication to Students and Parent/Carers

Assessment Windows are listed in the College Calendarand these indicate periods of time when it is expected that all students will complete assessment. It is important that parents/carers avoid planned absences for their son/s during these periods.

Some internal subject-based examinations are scheduled during regular lessons. Other examinations are 'blocked' whereby all students in the same year level, studying the same subject will complete the examination on the same day, at the same time.

The schedule for in-class examinations and blocked examinations is communicated to students and parents/carers as part of the Course Outlines published via the College's LMS. An end-of-term Exam Timetable for blocked exams is released to students via Student Notices and to parents/carers via the Nudgee College App each term.

Examination Attendance

All students must attend examinations as scheduled. It is the responsibility of students to identify when they will have exams by:

- viewing their Course Outlines and Assessment Tasks on Student Cafe and planning ahead
- viewing the end-of-term Exam Timetable published in Student Notices toward the end of term
- seeking clarification from their teacher/s where necessary

In Years 7-9, examinations are not rescheduled for a student who misses an exam, even for reasons of illness or misadventure. For further information, please refer to the College's ***Illness and Misadventure Policy*** and ***Attendance, Leave and Assessment Policy***.

If a student in Years 7-9 misses an examination, the teacher will report Not Assessed (N/A) for the missed examination and will endeavour to assess the student using other evidence of their learning collected throughout the unit of work.

If there is insufficient evidence to determine a grade at the end of a semester for Years 7-10, the Head of Faculty may deem it necessary for the student to complete a comparable assessment item (a unique assessment item that assesses the same learning objectives). This may only be administered to students after the time of the scheduled examination, not beforehand. Students are never permitted to complete examinations ahead of the scheduled time because it risks compromising academic integrity.

If a student in Year 10 or 11 misses an internal examination for a General or Applied subject, they may be required to complete a Comparable Assessment if there is insufficient evidence of learning to determine an outcome for the unit of work.

If a student in Year 12 misses an internal examination for a General or Applied subject, they will be required to complete a Comparable Assessment.

Managing Absence for Year 12 Internal Examinations

Summative examinations are endorsed by the QCAA prior to completion. The following advice is summarised from the ***QCE and QCIA Handbook***.

A student who arrives late for an exam is not automatically entitled to receive extra time. Only if misadventure can be established can a student receive extra time. It may be necessary to supervise the student away from other students and email access/social media for a short period if a misadventure causes them to sit the examination later the same day. Students may also be asked to declare their observation of academic integrity relating to the examination.

- A Year 12 student who is ill and unable to attend school for internal assessment should inform the teacher and Dean of Learning and Teaching as soon as practical. This may be before, during or immediately after the assessment.
- An illness and misadventure application should only be made once all principal-reported Access Arrangements and Reasonable Adjustment (AARA) have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.
- Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.
- Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgement about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.
- Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

References

- Queensland Curriculum and Assessment Authority, (2024). *Administering Internal assessment:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.3-developing-school-assessment-policy***

Academic Integrity Policy

Relevance	Years 7-12
Version History	Last updated May 2025
Relationship	Examination Policy Generative AI Policy Middle Years Assessment Policy Moderation Policy Scaffolding, Checkpoints, Drafting and Feedback Policy Senior Years Assessment Policy

Rationale

Academic integrity requires students to approach academic responsibilities in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.

General principles of academic integrity apply to all learning and assessment. Further specific conditions relating to senior students working towards a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) are outlined in this policy.

Promoting Academic Integrity

In accordance with QCAA guidelines, the College is responsible for:

- emphasising the importance of ethical academic conduct and scholarship
- developing processes to support sound academic practice
- ensuring teachers, students and parents/carers have a clear, shared understanding of expectations for academic integrity
- implementing programs to improve students' academic skills
- explicitly teaching the use of appropriate processes, materials and technologies in academic work, including an understanding of ownership of information, ideas and images, and the ethical use of Generative AI
- communicating the consequences and implications of academic misconduct clearly throughout the school community

The College enacts a number of processes to promote academic integrity. These include, but are not limited to:

- teachers complete the Academic Integrity courses for teachers provided by the QCAA
- teachers explain the principles of academic integrity and what constitutes academic misconduct to students as part of classroom lessons and cohort assemblies
- students engage in targeted workshops aimed at developing the skills needed for completing assessment (e.g. effective time management, preparing for examinations) in order to develop their capacity and demonstrate success in assessment
- senior students are required to complete the mandatory Academic Integrity course for students provided by QCAA in Term 1 of Year 11

Types of Academic Misconduct

Academic misconduct represents a breach of academic integrity. Types of academic misconduct are outlined by the QCAA, as shown below:

Type of misconduct	Examples
Cheating while under supervised 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
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 and/or 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 • uses Generative AI to generate and submit an assessment response, or part of an assessment response, instead of completing the task authentically.
Misconduct during an examination	A student: • distracts and/or disrupts others in an assessment room

Type of misconduct	Examples
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) • copies AI generated text or materials without attribution
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: • or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • uses Generative AI to significantly alter or enhance their response, so that the work is no longer authentically that of the student

Academic Integrity and Generative AI

In addition to the information provided in the table above that describes instances of academic misconduct involving Generative AI, the College has developed a separate policy that outlines acceptable use of Generative AI with regard to learning and assessment. For more detailed information, please refer to the College's ***Generative AI Policy***.

Minimising Academic Misconduct

In order to minimise academic misconduct, teachers:

- provide direction through scaffolding for assessment instruments and opportunities for feedback at important checkpoints throughout the course of study (refer to the College's ***Scaffolding, Checkpoints and Drafting Policy***)
- set clear expectations for exam conditions and assessment submission

Students can minimise the risk of committing academic misconduct by:

- implementing strategies for effective time management in order to allow sufficient time for completing assessment items
- seeking feedback from their teacher as part of preparing for assessment
- use APA 7 to reference their submission
- adhering to College expectations by using the Google online platform to develop their responses to assessment items so that teachers can monitor their progress
- adhering to College expectations for assessment submission (refer to the College's ***Middle Years Assessment Policy*** and S***enior Years Assessment Policy***)
- not sharing their response/s to assessment items with other students (including students external to the College)
- adhering to College expectations when completing examinations (refer to the College's ***Examination Policy***)

Establishing Authorship

Accurate teacher judgments about student achievement can only be made on authentic student responses where authorship can be clearly established. Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers are responsible for enacting the following processes to elicit authentic student responses. They:

- set assessment tasks that require each student to produce a unique response
- vary assessment tasks each year
- plan sufficient class time for students to complete the assessment task and for teachers to monitor the development of student responses
- monitor, collect or observe progressive samples of each student's work at various checkpoints
- Instruct students on how to use APA 7 to reference their work
- provide feedback to students and parents/carers via the College's LMS
- interview or consult with each student at checkpoints during the development of the response
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software (e.g. Turnitin)
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as moderation (refer to the College's ***Moderation Policy***)

Students are responsible for upholding the principles of academic integrity. Students are expected to maintain academic integrity by:

- adhering to College expectations by using the Google online platform to develop their responses to assessment items.
- completing responses to assessment items during designated class time so that teachers can observe the development of a student's response over time
- use APA 7 to reference their work
- participate in authentication processes as required by schools, including:
    - signing a declaration of authenticity
    - submitting a completed draft
    - submitting the final response using plagiarism-detection software
    - participating in interviews during and after the development of the final response
- adhering to College expectations for assessment submission (refer to the College's ***Middle Years Assessment Policy*** and ***Senior Years Assessment Policy***)

Where the authorship of a submission is called into question, the onus is on the student to provide evidence of authorship.

Parents/carers should:

- support the efforts of teachers and students to authenticate student responses by ensuring that family members, tutors or others who support students are aware of the contents of this policy and uphold the principles of academic integrity

Inability to Establish Authorship and Responses to Academic Misconduct

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant standards. Responses that are not the student's own cannot be used to make a judgement. In these instances, judgements about student achievement are made using the available evidence of student learning. This stands to limit the student's outcomes on assessment items.

When a teacher suspects or identifies that a student has committed an act of academic misconduct, the teacher will report the matter to the Head of Faculty and the Learning and Teaching office. The Learning and Teaching office will:

- work with teachers to investigate the matter by gathering evidence of student authorship and suspected academic misconduct
- provide an opportunity for the student to demonstrate that the submitted response is their own work, including the use of ***Authentication Meetings***
- work with the teacher to make a judgement about the student's level of achievement using the parts of the response that can be authenticated as the student's own work and match this with the relevant standards
- communicate the outcomes of the investigation and the implications for the student's final grade to parents/carers

In line with QCAA guidelines, the College is responsible for managing instances of academic misconduct. The responses to academic misconduct may vary depending on the age of the student, the extent to which the misconduct has affected the integrity of the College's academic programs and the assessment item in question. Academic misconduct in the senior years is considered more serious and secondary offences of academic misconduct are managed with increasing levels of severity. The welfare of the student will always be taken into consideration when making decisions.

In response to academic misconduct, the Learning and Teaching office may action **one or more** of the following consequences:

- Restorative conversation
- Detention (90 mins.)
- Reduction in grade
- Reduction of student work
- Teacher to stop reading/marking at set word limit
- Requirement to re-sit or re-submit an assessment response
- Not Rated (NR) is awarded for the assessment instrument (approval by the Dean of Learning and Teaching is required)

Responding to Academic Misconduct Involving Generative AI

Academic misconduct using Generative AI is dealt with by the College using the same parameters regarding Academic Integrity with the following additional procedure:

- teachers determine suspected use of GenAI using Google Doc history, Draftback, a Turnitin report or by using a comparison of the student's work against the assessment instrument submitted in draft or final form

For further information, please refer to the College's ***Generative AI Policy***.

References

- Queensland Curriculum and Assessment Authority, (2024). *Integrating learning and assessment: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#0*

Generative Artificial Intelligence Policy

Relevance	Years 5-12
Version History	Last updated May 2026
Relationship	Academic Integrity Policy

Academic Integrity

Fairness, consistency and transparency underpin the College's academic programs. Academic integrity requires an honest, moral and ethical approach to academic work. In order to fairly judge students' learning, all work submitted for assessment must be authentic and original work produced by the student; this includes the critical and responsible use of Generative Artificial Intelligence (GenAI). Refer to the College's Assessment Policy for information regarding breaches of academic integrity.

Generative Artificial Intelligence

Generative AI (GenAI) refers to AI which can be used to create a range of content, including videos, images, words, sounds, coding, and can be used to solve a range of complex problems.

Nudgee College's Generative AI Principles

The following principles have been designed to guide the Nudgee College community in the use of Generative AI for educational purposes. These principles have been informed by, and align with, the ***Australian Framework for Generative Artificial Intelligence (AI) in Schools***.

- **Generative AI can be used to support and enhance learning and teaching.** Generative AI can be used to support and enhance learning and teaching. Its use in tasks and learning activities may develop students' creative and critical thinking skills and encourage engagement in the learning process. Generative AI must not be used to generate, structure, scaffold, refine, or substantially shape assessment responses on the student's behalf.
- **Generative AI tools are used in ways that respect and benefit the wellbeing, safety, and human rights of our school community.** In classrooms and learning activities, GenAI, where appropriate, may be used to expose students to a diverse range of perspectives and ideas, avoid reinforcing biases, and promote the human rights of all individuals. Students and staff are educated on the limitations, biases, and risks involved in using these tools for these purposes.
- **Appropriate Generative AI use is determined and clearly communicated by staff and the College community.** Staff, students, and parents have access to clear and relevant information about how generative AI tools work, when and how they should be used by students, and any impacts they should be aware of. The College provides guidance on the ethical use of AI in education to specifically address issues of academic integrity related to the use of generative AI. Staff and students must not upload, analyse, or process confidential College communications, assessment materials, student information, or staff information using generative AI tools without explicit College authorisation.
- **Generative AI is used to support inclusivity, accessibility, and equity for all students.** In classrooms and learning activities, generative AI provides opportunities for deep learning for a diverse range of learners and enhances learning experiences for students with disabilities and learning challenges. AI is implemented in ways that protect students and staff from discrimination and respect the cultural rights and intellectual property of cultural groups, specifically First Nations peoples.
- **Generative AI tools are subject to careful evaluation and testing for reliability, impact, and appropriate outputs.** Students must retain clear evidence of the development of assessment responses, including drafts, revision history, and teacher-directed authentication checkpoints. The use of generative AI must not prevent the College from independently verifying student authorship.
- **Generative AI tools are used in ways that protect the privacy and data of College users.** Staff and students are educated and instructed to take appropriate actions when using generative AI to avoid compromising their data privacy. Generative AI is used in a way that complies with Australian law, and prevents the unnecessary collection, retention, distribution, and sale of student data.

The College's Assessment Policy on Generative AI

The College appreciates that GenAI is a powerful tool which can be used for many beneficial purposes in education. The College supports the use of GenAI in the following ways:

- **Research and exploration:** Generative AI can aid students by generating summaries, answering questions, providing relevant information, identifying key concepts, and enabling students to delve deeper into their areas of interest.
- **Tutoring and personalised learning:** Generative AI can evaluate students' strengths and weaknesses and generate tailored lessons, exercises, and explanations to support individual learning needs and promote self-paced learning.
- **Feedback and editing:** Generative AI may be used to help students identify and understand issues related to grammar, spelling, sentence structure, cohesion, and clarity in their work. Students must make and apply any corrections themselves. Generative AI must not be used to rewrite, paraphrase, improve, or generate sections of a student's response, as all final wording and expression must remain the student's own work.
- **Language learning:** Generative AI can support language learners by providing real-time language translation, generating example sentences, and offering pronunciation guidance. It can also simulate conversations.

The acceptable use of generative AI during learning activities and assessments is determined by subject teachers and communicated to students using the College's ***AI Traffic Light System***. Any use of GenAI outside the guidelines set by teaching staff is deemed unethical and may breach our assessment policy.

Unethical Uses of GenAI Constituting Academic Misconduct

The College has an established process for addressing instances of plagiarism and other forms of academic misconduct involving Generative AI (GenAI). The following uses of GenAI are considered academic misconduct and will be subject to investigation:

- **Plagiarism:** Submitting AI-generated content without attribution.
- **Cheating under supervised conditions:** Using GenAI to generate answers or provide assistance in the preparation of exam responses or supervised assessments.
- **Fabricating data or research:** Employing GenAI to generate false data, research results, or fictitious references.
- **Impersonation / Contract Cheating:** Using GenAI to generate essays, paragraphs, responses, or other academic content on behalf of the student, including where AI-generated content is edited, paraphrased, or refined before submission.
- **Structuring or developing assessment responses using GenAI:** Using GenAI to generate or substantially shape thesis statements, argument structures, paragraph structures, evaluation strategies, scaffolded responses, or assessment frameworks intended for submission.
- **Revising or refining assessment responses using GenAI:** Using GenAI to rewrite, improve, paraphrase, or substantially refine student work in a way that alters the authenticity of the student's own expression or authorship.
- **Use of GenAI to evade authentication processes:** Using GenAI to modify stylistic features, paraphrase text, or otherwise attempt to avoid AI detection or academic integrity processes.

Limitations of GenAI

- **Lack of common sense:** Generative AI models can generate text that may lack common sense reasoning and deeper contextual understanding.
- **Bias amplification:** GenAI models may generate responses that amplify or perpetuate biases.
- **Lack of creativity and originality:** GenAI models generate responses based on patterns and combinations of existing data, without genuine insight, imagination, or personal experience.
- **Vulnerability to 'hacking':** GenAI models can be susceptible to cyber attacks, where input can be manipulated to generate unexpected or undesirable outputs.
- **Knowledge cutoff:** GenAI models have a specific knowledge cutoff and will lack information on recent developments, discoveries, or changes in the world that have occurred since their knowledge data was last updated.
- **Limited understanding of context and intent:** GenAI models do not understand the context and intent of a given input, leading to the generation of responses that may be incorrect or misinterpreted.
- **Lack of critical thinking and reasoning:** GenAI models generate responses based on statistical patterns in the data without assessing the truthfulness or logical coherence of the content.
- **Lack of fact-checking capability:** GenAI models do not have inherent fact-checking abilities.

Preferred Platforms of GenAI

As a Google Workspace for Education school, Google Gemini (accessed through the College's managed workspace) is the preferred Large Language Model (LLM) for both students and staff. Using Gemini within our educational environment ensures a higher standard of data privacy and security; unlike the public version, data shared within the Nudgee workspace is not used to train the AI models.

Other Authorised LLMs and AI Tools

While Gemini is our preferred LLM, the College recognises that other specialised platforms can support learning. To ensure student safety and data integrity, Nudgee College employs a formal vetting process for all AI technologies. Any tool used within the classroom must be deemed safe for an educational setting. For a comprehensive and up-to-date list of all AI tools and platforms authorised for use at the College, please refer to the ***AI@Nudgee website***.

Referencing GenAI

Any use of GenAI contributing to student work must be cited using APA 7 to avoid plagiarism. Please see the College's ***APA Referencing Guide*** for more details.

Establishing Authorship

To make judgements about student achievement, schools must have sufficient evidence of students' own knowledge and skills. Evidence of student authorship is commonly displayed through:

- reference lists and in-text citations
- document version history
- planning and drafting
- assessment check points
- Teacher observations of student work

Unless a specific learning tool is being used for in-class work (e.g., Writers Toolbox), to ensure all students can authenticate their work, students must create assessment items using Google Docs, assessment documents, or scaffolds provided by their classroom teacher, or other relevant Google Suite applications, as required. Students must keep their work in their subject folders on Google Drive to ensure the documents are accessible to teaching staff. If a response can not be authenticated as the students' own, it cannot be used to make a judgement. It is the responsibility of the student to establish authorship. Please refer to Section 8 and Section 11.1.5 of the ***QCE & QCIA Handbook*** for more information.

Consequences

For GenAI plagiarism identified during the drafting stage:

- The classroom teacher will contact the parent or caregiver to inform them of the concern.
- The teacher will provide feedback only on the portions of the draft that can be verified as the student's original work and not generated using GenAI.
- In instances where the entire draft has been generated by GenAI, the student forfeits the opportunity to receive feedback.
- The student will be formally warned that the identified use of GenAI must be addressed in the final submission.
- The student's name will be recorded in the College's Academic Misconduct Register.

For GenAI plagiarism that is identified in the final submission:

Where a classroom teacher has concerns that a student has used Generative Artificial Intelligence (GenAI) in a way that breaches the College's Academic Integrity expectations, the first step will be for the classroom teacher to contact the student's parent or caregiver to raise the concern.

Following this contact, an authentication meeting will be arranged between the classroom teacher and the student. The purpose of this meeting is to provide the student with an opportunity to demonstrate authorship of the submitted work and to explain the development, content, decisions and processes used in completing the assessment.

In Years 11 and 12, where a finding of academic misconduct may have significant implications for the student's QCE, final subject result or ATAR eligibility, the student may be permitted to bring a support person to the authentication meeting.

If, following the authentication process, it is determined that the student cannot demonstrate authorship of some or all of the submitted work, the relevant portions identified as unauthorised GenAI-generated material will not be marked.

This will impact the overall grade awarded.

If the entire submission is determined to have been created using unauthorised GenAI:

- **In Years 5–10**, no grade will be awarded for that assessment item, and the teacher will determine the semester grade for the subject based on other available evidence of student achievement.
- **In Years 11–12**, the student may receive an NR (Not Rated) for the assessment item. Where the assessment item is the only item for that Unit, this may result in the student failing the Unit, forfeiting the associated QCE credit, and placing their final subject result and ATAR eligibility at risk.

The student's name will be recorded in the College's Academic Misconduct Register.

The student will be issued a 90-minute detention in accordance with the College's Academic Misconduct procedures.

Scaffolding, Checkpoints, Drafting and Feedback Policy

Relevance	Years 5-12
Version History	Last updated May 2026
Relationship	Middle Years Assessment Policy Year 10 Assessment Policy Senior Years Assessment Policy

Rationale

This policy explains how teachers prepare students for assessment using scaffolding, how students and teachers monitor progress using checkpoints and how students receive feedback, including on draft submissions.

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument.

Checkpoints refer to certain junctures in a course of study that represent progress in learning. All units of study are organised around checkpoints that provide students and teachers with feedback about how a student is progressing toward learning and assessment objectives. These are opportunities for students to self-assess and for teachers to provide feedback aimed at improvement.

A **draft** is a preliminary version of a student's response to an assessment item. A draft can be used to provide feedback on a response as well as to authenticate student work.

Feedback is an important part of how teachers and students work in partnership to enhance learning. The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement so that they can deepen their learning.

Scaffolding

Scaffolding may be provided to individuals or to a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses

Scaffolding should not:

- predetermine student responses
- limit the range of options students have to explore the topic
- stifle original thought and creativity
- reduce the opportunity for students to demonstrate their skills

SCAFFOLDING FOR ASSESSMENT TASKS

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained to ensure that a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

In Years 11 and 12, there are certain stipulations for scaffolding for assessment items, specifically for Units 3 and 4. At this time, scaffolding for assessment instruments should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding for assessment items may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response

SCAFFOLDING AND REASONABLE ADJUSTMENTS

In Years 7-10, students with specific learning needs may be afforded additional scaffolding for tasks. Scaffolding is provided by teachers and further support is provided by the Inclusive Learning department. All decisions about scaffolding should be consistent with a student's Personalised Learning Plan.

In Years 11-12, additional scaffolding does not form part of Access Arrangements and Reasonable Adjustments (AARA). For further information, please refer to the ***QCE and QCIA Handbook***.

Checkpoints

As part of preparing Course Outlines and Assessment Tasks, teachers identify checkpoints that mark important intervals in a course of study. With regard to assessment, checkpoints are key stages in the assessment process whereby students engage with peers and/or the teacher to check they are on track to understand key concepts and develop important skills. Checkpoints are used to indicate timelines for the development of key components of a student's response and allow teachers to gather evidence of learning. Checkpoints will vary depending on the subject, the assessment item and the year level. Some examples of checkpoints are listed below:

- Submission of a task proposal
- Submission of research questions and/or research notes
- One-on-one consultation with the teacher to assess a student's progress and clarify understanding
- Spoken summary
- Peer review
- Rehearsal of physical performance
- Formative tests
- Submission of a draft

Drafting

The submission of draft assessment items is a formal process for feedback outlined in the College's Course Outlines and Assessment Tasks for certain assessment tasks. Drafts provide students a valuable opportunity to receive feedback from their teacher and improve the standard of their submission prior to submitting their final response. They are also used as a means of authenticating student work and can contribute to evidence that teachers gather in order to make judgements about a student's standard of achievement against relevant standards.

The type of draft students may be required to submit will differ, depending on the subject and assessment instrument. Feedback can be provided in a variety of formats, including:

- written feedback
- verbal feedback
- video and audio feedback
- a summary of feedback and advice to the whole class

As part of providing feedback on drafts, teachers will identify areas where a student can improve their response in accordance with the relevant standards against which they will be assessed.

The following guidelines underpin the College's approach to drafting:

- Students are responsible for the quality of the draft they submit
- Students are encouraged to submit draft responses that reflect their best work
- Feedback on drafts is a consultative process, not a marking process
- Teachers will not predict final grades at the stage of drafting
- Teachers may only provide individualised feedback on a maximum of one draft
- Feedback should be linked to the standards against which students are assessed
- Feedback on a draft must not compromise the authenticity of student work
- Teachers may not introduce new ideas, language or research to improve the quality of student responses. Instead, they may ask open-ended questions or work with students to deepen their understanding of the standards against which they are assessed
- Teachers may indicate examples of errors in spelling, grammar, punctuation and calculations, and prompt students to edit their work, but should not edit or correct all errors in a draft
- Teachers can provide feedback on a draft that exceeds the word limit but are not obliged to provide feedback on sections that exceed the limit. Teachers can suggest the student reviews the response length of their submission and offer strategies for reducing the response length but it is not the responsibility of the teacher to determine which parts of a draft should be retained or redacted
- Feedback should encourage a student to reflect on strategies they might use to improve their response. Students may be advised to:
    - consider other aspects of the text, report, performance or activity they are creating or responding to develop their response to show more awareness of the audience give priority to the most important points by rearranging the sequence and structure of ideas
    - conduct further investigation to support an argument or communicate meaning and adhere more closely to the referencing style selected by the school.
- Teachers are under no obligation to give feedback on a draft submitted after the draft due date

Feedback

Feedback can be delivered in various forms including written, verbal, digital and video. Feedback can be provided to groups or individuals. Feedback should suit the context, subject matter and year level.

Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning. To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

Submission of Drafts and Return of Feedback on the Learning Management System (LMS)

- Course Outlines and Assessment Tasks, available on the College's LMS stipulate the due date for drafts and finals.
- In accordance with the Middle Years Assessment Policy and the Senior Years Assessment Policy, students must digitally submit draft responses to Student Cafe by 4:00pm on the due date.
- Where the nature of the assessment task makes it impractical to submit a digital draft response via Student Cafe, students must ensure submission to their teacher by 4:00pm on the due date.
- Students who do not submit a required draft by the due date will be issued an Academic Detention (45 mins.).
- Where students are required to submit a draft, they will receive teacher feedback at least 7 days prior to the due date of their final submission to ensure they have sufficient time to apply this feedback.
- Draft feedback should be received by all students in the same cohort on the same day.
- Where feasible, teachers will provide digital feedback via the College's LMS for students and parents/carers to access. The only exceptions to this are modes of assessment that cannot be digitally uploaded.
- All feedback, moderation and final achieved grade/marks will be returned to students via the school LMS no later than two weeks after the final submission date for Middle Years and no later than three weeks for Senior Years.

References

- Queensland Curriculum and Assessment Authority, (2024). *Integrating learning and assessment: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#0*

Response Length Policy

Relevance	Years 7-12
Version History	Last updated May 2025
Relationship	Middle Years Assessment Policy Senior Years Assessment Policy

Rationale

As part of preparing a response to an assessment task, students are required to meet the conditions of the task. One of these conditions is the response length. Response lengths indicate the scope and scale of the response required on behalf of the student. Adhering to response lengths ensures equity of conditions for all students and supports them to develop skills in managing the length, scope and scale of their responses appropriately.

Response length requirements are expressed on the assessment task description (Years 7-10) and in syllabuses (Years 11-12) as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or performance responses.

Responsibilities for Managing Response Length

Teachers and students have specific responsibilities for ensuring that responses to assessment are the required length.

Nudgee College and its teachers:

- encourage students to respond to assessment instruments within the required length
- provide students with the knowledge and skills to respond within the required length
- use checkpoints (for example, a draft) to provide students with feedback, including strategies to be implemented when a response exceeds the required length
- take reasonable steps to ensure that students can respond to assessment instruments within the required length
- in Years 11 and 12, ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement and ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus
- in Years 11 and 12, ensure that student submissions (including responses to examinations) meet the response length prior to making judgements about the level of achievement

Students:

- develop a response that meets the conditions of the assessment
- respond to feedback about the length of their response
- document the length of their response accurately in the measurement indicated in the syllabus: either a word length, duration of time, or page count

Response Length for Assessment Tasks in Years 7-10

Students are required to abide by the conditions outlined on the assessment task, including the response length.

Response Length for Assessment Tasks in Years 11 and 12

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus, including the response length.

The stipulations for response length differ between subjects, syllabuses and assessment instruments. For example, in some subjects in-text referencing is included in the response length and in others, it is not. Students must adhere to the conditions of the assessment item and seek clarity from their teacher where necessary prior to submitting their response.

Senior syllabuses describe assessment techniques and conditions for each assessment technique. Assessment instruments match syllabus requirements by indicating the required length of a response as either:

- a range, e.g. word length (1000–1200 words), page count (9–11 pages), duration (5–8 minutes); or
- a maximum, e.g. word length (up to 1000 words), page count (up to 10 pages)

Please note: These response lengths are fixed. They do not allow for an increase or decrease of 10%.

Managing Response Length after Assessment is Submitted

Schools are responsible for using QCAA guidelines in order to develop strategies and policies for assessing student work in cases where a student's response exceeds assessment conditions for response length.

For written responses with a word or page limit, or responses with a duration (e.g. presentations or recordings), strategies include:

- marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is:
    - produced under exam conditions
    - in an assessment that requires a continuous response, such as a presentation or recording

Teachers will not:

- adjust the criteria (Years 7-10) or the Instrument Specific Marking Guide (Years 11-12) that is used to make a judgment
- penalise students for submitting an over-length response by arbitrarily reducing their result, e.g. introducing a 2-mark penalty for an over-length response
- increase the limit of a length described as a range in the syllabus, e.g. allowing a tolerance of +10%

Where the complete student response is not used to determine the result, teachers annotate the student response, standards or ISMG to indicate which evidence was used to make a judgment.

References

- Queensland Curriculum and Assessment Authority, (2024). *Integrating learning and assessment:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#0***

ST JOSEPH'S NUDGEE COLLEGE



Moderation Policy

Relevance	Years 7-12
Version History	Last updated May 2025
Relationship	Academic Integrity Policy Middle Years Assessment Policy Senior Years Assessment Policy

Rationale

Moderation is a quality assurance process which ensures that teachers' judgements of standards of achievement are comparable within our College and in the broader context, across schools.

Moderation occurs before, during and after an assessment period. All Moderation processes focus on matching evidence of student work to standards. In Years 7-10 these standards are derived from the Achievement Standards and Content Descriptors outlined in the Australian Curriculum. In Years 11 and 12, these standards are expressed by the relevant syllabus standards, reporting standards or Instrument Specific Marking Guides (ISMG). For VET qualifications, standards of achievement are replaced by competencies that must be demonstrated by students as part of gaining certification.

Teachers develop consistency in their judgements by analysing and discussing student work in partnerships and teams. They have professional conversations about standards and evidence.

Internal Moderation Processes

The College is responsible for ensuring internal moderation processes in all year levels and in all subject areas.
All summative assessment items are subject to moderation. Moderation processes will vary between year levels and subject areas. It is the responsibility of the Head of Faculty and Subject Coordinator to ensure moderation occurs among teachers. Some examples of moderation processes include:

- agreement about assessment conditions and the marking criteria
- sample marking
- blind marking of a common paper
- cross-marking
- comparing results after marking has occurred
- analysing borderline results

Confidence in Teacher Judgements

Moderation serves to foster confidence among students and parents as well as teachers about the validity and consistency of teacher judgements.

Consensus among teachers is achieved through conversation. Where two teachers disagree about the standard of achievement evident in a student's response, a third teacher will be asked to blind-mark the response. In order to make an on-balance judgement, teachers may need to examine more than one piece of student work.

Where a student or parent/carer lacks clarity on the reasons why a student has been awarded a certain grade, they are encouraged to contact the teacher in the first instance. If they are unsatisfied with the outcome of this communication, a student and/or parent/carer may request that the submission/s be cross-marked by the relevant Subject Coordinator or Head of Faculty. The Subject Coordinator and/or Head of Faculty is authorised to amend or confirm the final grade awarded.

External Quality Assurance Processes in Years 11 and 12

The QCAA is responsible for ensuring moderation processes across schools, especially for senior subjects. In Years 11 and 12, QCAA assessors endorse internal assessment instruments for General subjects before they are used in schools. Endorsement ensures that all assessment items provide sufficient opportunities for students to demonstrate syllabus requirements. Teachers mark internal assessments using an Instrument-Specific Marking Guides (ISMG) provided in the syllabus. Comparability of students is achieved through a process of Confirmation which examines the accuracy and consistency of teachers' judgements by reviewing a selected sample of student responses.

References

- Queensland Curriculum and Assessment Authority, (2024). *Integrating learning and assessment:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#0***

Illness and Misadventure (Short-Term AARA) Policy

Relevance	Years 7-12
Version History	Last updated May 2025
Relationship	Attendance, Leave and Assessment Policy Examination Policy Middle Years Assessment Policy Senior Years Assessment Policy

Rationale

Students whose ability to participate in assessment is adversely affected by illness or misadventure may be eligible for short-term Access Arrangements and Reasonable Adjustments (AARA). AARA ensures opportunities for eligible students to demonstrate their learning on the same basis as other students. This policy defines illness and misadventure, and outlines consistent processes teachers will apply to fairly gather evidence of learning.

Defining Illness and Misadventure

Students may be eligible for short-term AARA if their circumstances meet the following criteria:

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday

Examples which may be regarded as Illness and Misadventure

- Illness
- Injury
- Aggravation of symptoms of chronic illness
- Mental, social or emotional distress
- Bereavement
- Significant family distress
- Sudden or significant events (e.g. car accident, weather event, breakdown)

Examples which are *NOT* regarded as Illness and Misadventure

- Family events or holidays
- Social events (e.g. school formals)
- Sporting, artistic or cultural activities
- Non urgent medical appointments such as physiotherapy or dental check ups
- Non urgent appointments such as driving tests
- Caring for a sibling, babysitting
- Minor events resulting from poor planning (e.g. traffic, missing train, sleeping in, misreading timetable, forgetting materials,etc)
- Information Technology/computer issues

Access Arrangements and Reasonable Adjustments

Students who qualify for short-term AARA may be deemed eligible for one or more of the following access arrangements and reasonable adjustments:

General Assistance

- A teacher aide assisting with manipulation of equipment and other practical tasks
- A supervisor using reading assessment instructions, providing support/reassurance, and prompting the student to start/continue work

Assistive Technology

- Amplification systems, speech to text application, magnification application, approved laptop, visual aids
- The types of assistive technology used to complete assessment will depend on the nature and severity of the student's illness or misadventure and the type and purpose of the assessment instrument.

Readers and Scribes

- A reader who reads the assessment or the student's response aloud as often as the student requests.
- Work with someone who transcribes the student's verbal response or directions during the assessment.

Extensions

- Extend the due date for non-examination pieces of assessment

Additional Time

- Additional working time

Comparable Assessment

- An alternative assessment task, which has not been previously used by the cohort and which assesses the same outcomes may be administered on a different date

Adjustment specific to identified needs

- Adjustments may relate to the above criteria or other specific measures consistent with a student's IEP and AARA application made for senior students. (e.g. rest breaks or meal breaks)

Application Process for Short-Term AARA

For students who face illness and/or misadventure, the following application process must be upheld in order for short-term AARA to be applied:

- The parent/caregiver completes an 'Illness and Misadventure Form' via the Parent Lounge. (Help Sheets can also be accessed via the Parent Lounge). This application will be assessed by senior members of the Learning and Teaching team.
- **For students in Years 11 and 12**, ssupporting documentation that meets the following criteria must also be uploaded as part of the application process:
    - the illness, condition or event (including details of a diagnosis, where applicable)
    - date of diagnosis, onset or occurrence
    - explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
    - for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report
    - Supporting documentation must cover the due date of the assessment for which the application is made

Applying Short-Term AARA in Years 7-9

The Learning and Teaching office assesses and approves Illness and Misadventure applications for Years 7-9 and communicates with students, parents/carers and teachers in this regard. Individual teachers may not approve short-term AARA without consultation with the Learning and Teaching office. If short-term AARA is approved, teachers are responsible for applying AARA.

In accordance with the College's ***Middle Years Assessment Policy*** and ***Examination Policy***, comparable assessments will not be arranged for students where teachers can use other evidence of the student's learning to make a judgement about the student's level of achievement.

Applying Short-Term AARA in Year 10

The Learning and Teaching office assesses and approves Illness and Misadventure applications for Year 10 students and communicates with students, parents/carers and teachers in this regard. Individual teachers may not approve short-term AARA without consultation with the Learning and Teaching office.

As Year 10 is a transition year between the Australian Curriculum and the Senior phase of learning, the College applies processes that align with the expectations and principles outlined in the QCE and QCIA Handbook while remaining consistent with the College's Year 10 Assessment and Examination Policies.

In circumstances where sufficient evidence of student learning already exists, the College may determine that a comparable assessment is not required and may instead make a judgement regarding a student's level of achievement based on other available evidence of learning.

Applying Short-Term AARA in Years 11-12

The Learning and Teaching office assesses and approves Illness and Misadventure applications for Years 11-12 and communicates with students, parents/carers and teachers in this regard. Individual teachers may not approve AARA without consultation with the Learning and Teaching office. As part of assessing Illness and Misadventure applications and making decisions, the College must uphold the guidelines set out by the ***QCE and QCIA Handbook***.

Co-Curricular Representation (Sporting, Artistic or Cultural Activities)

Representation in sporting, artistic or cultural activities does not constitute illness or misadventure. For further information, please refer to the College's ***Attendance, Leave and Assessment Policy***.

References

- Queensland Curriculum and Assessment Authority, (2024). *Illness and misadventure:* ***www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara/6.5-illness-misadventure***

Attendance, Leave and Assessment Policy

Relevance	Years 7-12
Version History	Last updated May 2025
Relationship	Examination Policy Illness and Misadventure Policy

Rationale

Attendance at school is fundamental to engagement in learning and assessment. It is also closely linked to levels of achievement. The College expects attendance on each day, as presented in the Nudgee College calendar. This policy articulates the **academic ramifications** of a student's absence from school. The College Attendance Policy should be consulted for further general information about school attendance.

Leave from Lessons due to Illness or Misadventure

The College discourages absences from school except in specific circumstances where illness, misadventure or discretionary Principal's Leave applies. If a student is absent for unexplained, unverifiable or unsupported reasons, the onus is on a student and their family to catch up on missed learning and assessment.

If a student is absent due to illness or misadventure, it is reasonable for teachers to take steps to ensure a student is not disadvantaged. This will vary according to circumstances, including the length of the student's absence and their capacity to continue engaging in learning while absent from school. The following provides some general guidance:

- teachers provide access to learning activities via College teachers provide access to learning activities via College online platforms, including Google Classroom, Google Drive and GMail
- teachers monitor learning via College online platforms and provide feedback to ensure the student is on track
- upon the student's return to school, teachers clarify portions of work that have been missed, and outline expectations for how the student can catch-up
- students need to work in partnership with their teacher to catch-up on missed learning
- where necessary, members of the Learning and Teaching team will develop an individualised plan for the student to re-engage in learning and assessment upon their return to school

Leave from Assessment due to Illness or Misadventure

If a student is absent at the time of assessment due to illness or misadventure, short-term Access Arrangements and Reasonable Adjustments (AARA) may be applied. For further information, please refer to the College's ***Illness and Misadventure Policy*** and ***Examination Policy***.

Principal Approved Leave (for reasons other than Illness or Misadventure)

In some unique circumstances, the College will grant leave for reasons other than illness and misadventure. However, approval for leave does not equate with AARA being applied.

For reasons other than illness or misadventure, the parent/carer must submit an application for 'Principal Approved Leave' at least two weeks in advance if:

- the student will be absent for three or more school days
- the student will be absent on a day that assessment is scheduled

Parents/carers can apply for 'Principal Approved Leave' via the Parent Lounge. (A Help Sheet can also be accessed via the Parent Lounge). On behalf of the Principal, the Dean of Learning and Teaching will assess the application, determine a fair academic response and communicate accordingly with the student, parent/carer and teachers.

Please note, this application process is separate from an application for leave from Boarding.

Leave for Boarding, Indigenous and International Students

The circumstances and welfare of this group of students requires careful consideration by the Principal, the Dean of Boarding and the Dean of Learning and Teaching. The principles of this policy apply, but sometimes discretionary decisions are required. The policy should be used to make fair decisions consistent with the rest of the school. Decisions must also align with QCAA guidelines.

Decision-making will consider:

- Rural hardship and isolation
- Limited access to transport
- Indigenous transport funding and organisation beyond the College's control
- VISA conditions
- Extreme weather or other unforeseeable circumstances

Boarding students are not automatically granted permission to leave, prior to the finishing dates indicated on the College calendar. An application for Principal Approved Leave should be submitted where necessary (refer to the criteria outlined above).

Leave for Sporting, Artistic or Cultural Representation

The QCAA enables schools to approve leave students for reasons other than illness or misadventure, such as sports or artistic representation, exchange programs and audition or entrance exams. In these cases, the application process for 'Principal Approved Leave' outlined above must be adhered to.

It is important to recognise that representation for sporting, artistic and/or cultural pursuits is not grounds for extensions on assignments. These are considered foreseeable events that require students to manage their time accordingly in order to meet assessment demands. This is both a QCAA and College stipulation.

In cases where a student will be absent, assignments must be submitted before leaving or on the due date as calendared. For students in Years 11 and 12 who participate in sport or cultural representation at a state level or higher, comparable exams will be permitted upon the student's return to school, at a date and time determined by the Learning and Teaching Office.

School Refusal

At the College, a small number of students and their families are affected by circumstances which manifest in prolonged school-refusal. In these cases, the Learning and Teaching team will work closely with the Student Formation team to apply this policy. The intention is to reintegrate the student back into school-life and maintain expectations around engagement in learning and completion of assessment. Decisions around these matters are at the principal's discretion and must be consistent with QCAA policy in Years 11-12. Some or all of these steps may be taken:

- The Student Formation team reviews attendance and contacts the family of students with frequent absences
- Teachers communicate with the family about missed learning and assessment and/or a lack of progress in learning as a result of absence
- Teachers report 'Not Rated' where evidence of learning cannot be collected as a result of absence
- A school counsellor completes an assessment
- The Student Formation team and the Learning and Teaching team arrange a meeting with the student and their family to develop a plan for reintegrating the student
- The Student Formation team conducts a home visit.
- In consultation with the Principal, the Student Formation team and the Learning and Teaching team conduct a conditional enrollment interview

Decisions around the enrolment of students at the College are determined by the principal based on the policy, processes and evidence surrounding individual students. The touchstones of EREA education are implicit in all the College's actions as we try to reintegrate students.

Homework Policy

Relevance	Years 5-12
Version History	Last updated May 2025
Relationship	Scaffolding, Checkpoints, Drafting and Feedback Policy

Rationale

Homework serves an important function to reinforce learning. It also helps students to meet learning and assessment objectives. Homework activities should be completed by a student outside of class time for their own academic benefit.

In most instances, homework presents students with the opportunity to refine and further develop their understanding of key concepts and skills taught in class. In some instances, teachers will facilitate learning through a "flipped classroom" approach whereby students will engage in instructional learning (e.g. a video or reading) for homework and consolidate this learning through activities in class.

Homework can also encompass work toward assessment. For certain assessment items, teachers will identify checkpoints that can be worked on outside of class time. (Please refer to the College's ***Scaffolding, Checkpoints, Drafting and Feedback Policy***). During periods of assessment, students may find that they have increased homework aimed at completing assessment.

Recommendations and Expectations for Completion of Homework

Because each student will work at their own pace, homework may take some students longer than others. The recommendations about the duration of time spent on homework outlined below are intended to be guidelines. With regard to providing instructions for homework, teachers will differentiate where necessary to meet the learning needs of each individual student.

The expectations for homework increase as students mature and progress in learning. Homework helps to prepare students to become increasingly independent learners. The College supports students to develop the skills of time management and study skills through classroom lessons, targeted workshops and academic mentoring meetings.

Years 5 and 6

Students in Years 5 and 6 are recommended to complete 2-3 hours of homework per week. Teachers communicate homework via the Google Calendar.

Years 7-9

Students in Years 7- 9 are recommended to complete 60-90 minutes of homework per weeknight. This equates to approximately 10-15 minutes per lesson each day. Teachers communicate homework via the Google Calendar.

Years 7-9 Student Guide for Homework

Students in Years 7-9 are encouraged to use the following guide to manage the demands of homework and assessment effectively.



- Is there work set for you on the Google Calendar?
- Do you have any assignments to work on or exams to prepare for?
- Did you take any notes today that you can revise or summarise?
- Is there something you can read?

Years 10-12

Students in Years 10-12 will have up to two hours of homework per weeknight. As part of becoming independent learners, there are increasing expectations for students in Years 10-12 to make a record of their homework on their own Google Calendar and develop individualised study plans to meet the requirements of their subject choices, chosen senior pathway and post-school goals.

Homework in Boarding

Homework is part of the boarding program and is supervised by staff in the evenings. The program tailors homework and study activities to suit different year groups. Key features of the program are listed below. For further information, parents/carers are encouraged to liaise with their Head of Boarding House.

Junior Boarders

- Junior boarding students complete study in the Learning Centre every school night
- Students begin with 20 minutes of silent reading
- One night each week, a 45 minute targeted review and extension workshop is held to support boys' understanding of key concepts
- On other nights, students engage in 1.5 hours of independent study

Middle and Senior Boarders

- Middle and Senior boarding students complete study in the Learning Centre every school night
- Students begin with 30 minutes of study preparation, including checking their GMail and Calendar to identify the key tasks to be completed
- Students then have a subsequent 1.5 hours of supervised study, with members of Academic Staff or pre-service teachers who are available to assist where necessary

Subject Masterclasses

There are subject masterclasses held periodically for Junior, Middle and Senior boarding students. These are advertised via GMail and students' Google Calendars.

Reporting on Homework

Teachers report on the completion of homework in the category of 'Study Habits and Homework' included in the term-based Learning Habits report.

Non-Completion of Homework

Students who consistently fail to complete homework 3 times per Term without reasonable justification will be issued an academic detention (45 minutes).

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School-Based Apprenticeships and Traineeship Policy

Relevance	Years 10-12
Version History	Last updated May 2025

Rationale

Nudgee College works with families and employers to enable eligible students to participate in a School-Based Apprenticeship or Traineeship (SAT). A SAT is employment-based training declared to be an apprenticeship or traineeship under the Further Education and Training Act 2014, where:

- the apprentice or trainee is a school student
- the parties (i.e., employer, apprentice/trainee, and parent/guardian, if appropriate) have signed an apprenticeship/traineeship training contract
- the apprentice/trainee's (student's) school timetable or curriculum reflects a combination of school studies, paid work with an employer and training in an apprenticeship or traineeship occupation
- the apprenticeship or traineeship progresses towards a nationally recognised qualification, a skilled trade or a vocation, and can contribute towards attaining a Queensland Certificate of Education (QCE) or its equivalent

Intent of SATs

SATs provide an opportunity for young people to engage in real work, combined with training, while still at school, to create a strong foundation for both continued employment and further education and training opportunities post-school. School-based apprentices benefit from getting a head-start on an apprenticeship that is intended to continue as a full-time or part-time apprenticeship after completing school. School-based trainees, whether they complete their traineeship whilst at school or continue afterward, will benefit from having undertaken a traineeship that is valued by industry and provides an advantage in continuing their employment and/or in further education and training after leaving school.

Criteria Used to Determine Students' Eligibility to Enter a SAT

St Joseph's Nudgee College views SATs as a valued pathway option for its students in Years 11-12. It is crucial that a balance is maintained between a student's academic workload and training with an employer to ensure the student achieves their QCE (Queensland Certificate of Education) by the end of Year 12. The following conditions will apply to all SATs at the College:

- All SATs will be on a 1 day a week basis with the employer (unless otherwise approved by the Dean of Learning and Teaching)
- Any SAT from the Electrical Training Package will be on a 1 day a week basis (with the employer) in Semester 1 of Year 11. If a student successfully meets the SAT eligibility criteria (see below) in Semester 1 of Year 11, he can apply to increase to a 3 day fortnight basis (with the employer) due to the higher number of annual work days required in the training contract
- If a student does not maintain a minimum "C" Achievement standard across all subject areas, their SAT will be reviewed by the College
- If a student does not maintain a minimum of "Satisfactory" for all Learning Habits in the most recent Term Report, their SAT will be reviewed by the College
- If a student does not maintain a minimum of "Usually" for all Work Habits (for VET subjects) in the most recent Term Report, their SAT will be reviewed by the College
- School assessments and excursions take priority over scheduled SAT work days and it is the student's responsibility to make alternate arrangements with the school/employer in a timely manner
- There will be no reduction of school fees due to a student's involvement in a SAT
- All SAT approvals are at the discretion of the Dean of Learning and Teaching

Nudgee College Student Eligibility for a SAT

Students must meet the eligibility criteria outlined above in addition to the conditions listed below:

Year Level	Eligibility Criteria
10	• Students are encouraged to complete work experience placements in Year 10 to explore SAT pathways. • SATs in Year 10 must have Principal Approval. • Students who wish to start a SAT in Year 10 are required to meet with the **Head of Faculty - Skills and Training** who will lead a process to determine if it is in the best interest of the student and then, if appropriate, apply for Principal Approval.
11 and 12	• A student must be on a Skills and Training or Blended pathway. • Student meets the minimum prerequisites for the specific SAT as stated in the Apprenticeship & Traineeship Details page of the ***QTIS DESBT website***

To learn more about SATs at St Joseph's Nudgee College, please contact the Learning and Teaching Office.

References

- ***School-Based Apprenticeships and Traineeships in Queensland - Policy, DESBT, 1 Dec, 2021***

ST JOSEPH'S NUDGEE COLLEGE

Flexible Learning Options Policy

Relevance	Years 9-12
Version History	Last updated May 2026
Relationship	Middle Years Assessment Policy Senior Years Assessment Policy Attendance Leave and Assessment Policy

Rationale

The College acknowledges that there may be students who would benefit from flexible learning options. Flexible learning options may be considered under the following circumstances:

- To support a student's mental wellbeing
- To accommodate study requirements for post-schooling pathways
- To accommodate extenuating family circumstances
- To enable a student to maintain an elite sporting or cultural pathway
- Other circumstances, as deemed appropriate by the College

In all cases, the decision to allow flexible learning options will be at the discretion of the Dean of Learning and Teaching and in consultation with the Principal.

Early Entry and Completion

The College acknowledges that in some cases, a 'gifted or talented' student may benefit from starting their Senior studies early. These students may begin and complete some subjects before or by the year they are likely to be eligible for a QCE. For further information about opening a learning account, see ***Section 13.2.4: Students and Registration***.

Consultation between the College and parents/caregivers will determine the process and impacts that this type of flexible delivery could have on the student, timetable and staffing to determine the delivery capacity. Where this type of delivery is deemed possible, the student's academic outcomes will be monitored closely and the ability to continue in the accelerated curriculum will be reviewed by the College, should the student's progress be unsatisfactory.

Accelerated Completion

The College acknowledges that in some cases, where students may be afforded the opportunity to begin their post-schooling journey early, the completion of some subjects may be possible in a shorter time period. With principal approval, these students may complete a subject in a shorter time than normal.

Compressed Curriculum

Nudgee College acknowledges that some students may benefit from the shortening of the duration of a subject from two years to one. Suitability to engage in a compressed curriculum option is assessed on a case-by-case basis and will depend on a student's study attributes and the College's ability to resource a compressed curriculum in any given situation.

- This is typically achieved by doubling the time students study a subject during the year of delivery. Summative assessment is undertaken during that year. Compressed courses may be offered annually for some subjects to support students wanting to spread their learning over two years; or in alternate years as a strategy for maintaining small enrolments with vertical candidature (i.e. students enrolled in the same class from different year levels).
- Timelines for compressed delivery, where they vary from standard delivery, are published in the SEP calendar.

Extended Completion

Nudgee College acknowledges that certain students may complete their senior studies over an extended time, for example, three years. This is not a preferred method of Senior Schooling and therefore applications will need to be scrutinised by the College Leadership Team for approval. This option requires students to complete an additional year of schooling. While summative assessments may be spread over this period, the Unit 3 and 4 pair for a subject must be completed within the same year, with the same subject cohort. For example, a student on a reduced timetable (e.g. an elite athlete or a student with disability) might complete Units 3 and 4 for some subjects in one year, and for other subjects in the following year (see ***Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure***).

Conditions for consideration of an Extended period of Completion:

- Students who have any enrolment fee assistance may not be considered for an extended period of completion
- Students who have any conditions on enrolment will not be considered for extended completion.
- Extended completion for students who may start their third year of study at 18 Years of age may not be considered.
- Students and parents should submit applications to the Learning and Teaching office for a three-year Senior pathway before the start of Year 11.

Varied Progression Rate of Completion

The College recognises there may be a small number of highly academic students who may benefit from a relaxation in the delivery of a required senior subject to enable the best possible pathway for them to achieve their desired and potential ATAR. In particular, the College's requirement, under registration with the Brisbane Catholic Diocese, for all students to complete a required amount of religious education per year. Students who have demonstrated the potential to achieve at the highest potential ATAR bands, and who meet the criteria as outlined below, may apply for flexible delivery of the Religious Education requirements through a Varied Progression Rate Religion (VPRR). In this delivery model, students will complete two units of the Religion and Ethics Applied subject over two years, qualifying for two QCE credits upon satisfactory completion. The delivery of the course will be a blend of online and face-to-face learning, totalling no more than the equivalent of two periods of study time each week.

Criteria:

1. The VPRR will not advantage students with good skills in English and Humanities who are likely to gain a very high result in Study of Religion.
2. Enrolment in VPRR is subject to parent and College approval.
3. Specifically, for an academically based application, students can apply to the VPRR program only on the basis of their Semester two Year 10 results and beyond, up to the end of Unit 2. The application must prove that enrolment in a Religion subject may hinder the student's potential ATAR, whilst also achieving a minimum of 85% across their subject results. The student must maintain their commitment to their religious studies with a minimum of 80% attendance at VPR classes.
4. Students who achieve a Grade Point Average (GPA) lower than 75% or any unit failure will trigger a return to enrolment in the standard delivery of SOR or Religion & Ethics. In this case, it is likely the SOR subject score will be required to strengthen the student's ATAR.
5. Students may select VPRR as an option for Units 3 and 4, when selecting Music Extension or English and Literature Extension.
6. A VPRR student's learning habits reports should also be maintained at a 'good' or above standard.

7. Students must maintain a rigorous academic pathway whilst on VPRR.
8. The VPRR is unavailable for a student on a Skills and Training Pathway.

Note: Students do not receive a study or spare line instead of the religion course. The VPRR option allows students to study 6 high-scaling subjects in addition to meeting the Religious Education requirements of the archdiocese. They might also choose to apply for a VPRR, based on tertiary course prerequisites. Whilst VPRR focuses on the delivery of Religious Education, the flexible delivery of other elective subjects may be considered at the discretion of the Dean of Teaching and Learning.

Elite Athlete/Performing Arts Flexibility

Nudgee College acknowledges the commitment required for a student to perform at the highest levels in the sporting arena. As such, students who meet the criteria below may be eligible for flexible timetabling.

1. Demonstrate and provide evidence of high-level achievement (usually minimum National level) in Sport, supported by the Director of Sport and the relevant Sporting Director.
2. Demonstrate and provide evidence of high-level achievement in the Performing Arts, which will be reviewed by the Director of Performing Arts.
3. Must not already be receiving a study line for other reasons.
4. Must maintain Good or above learning habits and a B or above average in their academic records.
5. Must be in Years 10, 11 or 12 only. Flexibility can only be provided in Year 10 through an elective subject.
6. VPRR may be considered as a more suitable option for these students when also considering their Tertiary pathways.
7. Should a student be considering this pathway, their first conversation should be with the Director of Pathways or Dean of Learning and Teaching to ensure there is a viable option.

Note: Nudgee College understands that there are many students with significant training demands; this does not make a student eligible for flexible learning pathways. This option is reserved explicitly for our highest-achieving athletes.

Flexible Delivery of Curriculum - Middle Years

The College is aware that a small number of students may require adjustments with the delivery of the Australian Curriculum. This may be through specific learning requirements or ongoing mental and physical health issues. At the discretion of the Dean of Teaching and Learning, in consultation with the student's parents, Head of Faculty for Inclusive Learning or College Counsellors, the choice to modify a student's middle years timetable and/or the delivery of the Australian Curriculum requirements may be made if it is in the best interest of the student.

ST JOSEPH'S
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A Catholic School in the Edmund Rice Tradition

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