



St Mary's College Toowoomba

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Assessment Guidelines



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Purpose

St Mary's College is committed to the academic success of all students and is committed to the principles of academic integrity and excellence. Assessment is valued as the purposeful, systematic, and ongoing collection of evidence for use in making judgements for each student's learning. Information is used to grade student performance against syllabus criteria, to provide feedback on student progress and to inform our decision-making in relation to teaching and learning.

The St Mary's College Assessment Policy is underpinned and guided by the following policy documents:

[The College Mission Statement](#)

[The QCAA's Principles of Quality Assessment](#)

[The Toowoomba Catholic Education Teaching and Learning Framework](#)

[The Edmund Rice Touchstones of Liberating Education, Justice and Solidarity, Inclusive Education and Gospel Spirituality.](#)

The [QCAA, QCE and QCIA policy and procedures handbook](#)

The Toowoomba Catholic Schools Generative AI Guidelines for Schools

The roles and responsibilities outlined apply to all St Mary's College students, parents/carers and staff, and comply with the policies and procedures set down by the QCAA and the College.

It includes procedures and processes for:

- Promoting academic integrity
- Applying for AARA (Access Arrangements and Reasonable Adjustments)
- Meeting deadlines for the submission of internal assessment instruments
- The administration of external assessment.

Assessment Calendars

Assessment schedules will:

- Align with syllabus requirements
- Provide sufficient working time for students to complete the task
- Allow for internal quality assurance processes
- Enable timelines for QCAA quality assurance processes to be met
- Be clear to teachers, students, and parents/caregivers through Canvas and Sentral Assessment Calendar
- Be consistently applied (Years 11-12 must meet QCAA deadlines)
- Consider allocation of workload

Assessment schedules will be accessible to students via the Canvas calendars and provided to parents



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through the Sentral calendar, which can also be found in the College App under 'Links'. Students are responsible for planning and managing their time to meet the due dates. **Teachers are not able to grant extensions directly to students and parents/caregivers. The College extension process is to be applied.** Exam block timetables will be distributed to students/parents/caregivers at least 2 weeks before the commencement of an exam block.

Submissions

Assessment instruments, which may include drafts, will be submitted by the due date via Turnitin (where applicable) using Canvas by the end of the school day. Files uploaded are to be appropriately named and should include: student name, subject, and assessment title.

Teachers must inform students of what they need to produce in response to the assessment, such as:

- Conditions, including length and file type
- How to submit responses to the assessment (date, time, location, processes for submission)

At final submission, all evidence of students' work will be collected on the due date and used to inform teacher judgments, regardless of the level of completion.

For students in Years 11 – 12, St Mary's College is required to adhere to QCAA policies regarding due dates. Assessments are to be submitted on or before the due date through Canvas, unless an extension through AARA processes has been approved.

Academic Integrity

Scaffolding

It is important to maintain the integrity of the assessment instrument so that a student's response is:

- Providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument.
- Guiding students to make predictions and/or reflect on their learning to complete the assessment instrument.
- Providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

Checkpoints

Teachers may use defined checkpoints to:

- Clarify assessment expectations for students, e.g., task requirements, how judgments are made
- Discuss progress towards the task completion
- Help students develop strategies to submit assessments by the due date
- Gather evidence on or before the due date



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- Provide opportunities for timely intervention and additional support where required.
- Embed authentication strategies.

Checkpoints give students and teachers a mechanism for managing task length and authentication. Students are responsible for meeting checkpoints. Teachers will contact parents/caregivers and Curriculum Leaders if students fail to meet task checkpoints. This will also be recorded on Sentral.

Drafting

A draft is a preliminary version of a student's response to an assessment instrument. A draft should be a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work. Drafts can also be used to gather evidence when determining student achievement.

- Teachers provide feedback on **a maximum of one draft of each student's response**
- Providing feedback is a consultative process, not a marking process
- Teachers will not mark drafts nor allocate an indication of a result on a student's draft response during the checkpoint/drafting stage
- Feedback will be timely, allowing students **a minimum of one week between draft and final** submission.
- Feedback on a draft must not compromise the authenticity of student work. Feedback must avoid contributing substantive content that would replace or direct a student's own thinking.
- Teachers may indicate some key errors in spelling, grammar, punctuation, and calculations, and remind students that **the draft requires more editing, but should not edit or correct all errors in a draft.**
- Feedback should encourage a student to reflect on strategies they might use to refine their response.
- In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, marking criteria or syllabus standards.
- Large, long-term, project-based assessment instruments may require teachers to check in with students periodically during different stages of the project. Only one draft can be provided for each defined section of the project. Drafts should not lead students towards the next phase of the project.
- **Students using AI (where permitted)** must retain clearly labelled **"before"** and **"after"** drafts to support authentication.

Managing Response Length

All assessment instruments indicate the required length of a response as a word length, duration of time or page count. This information is mandatory in Years 11 and 12 and recommended for Years 5 to 10.

Teachers should:

- Provide a length (word count/range/time etc.) on the assessment instrument cover sheet



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- Clarify inclusions and exclusions specific to the task
- Take reasonable steps to ensure that students can respond to an assessment within the required length
- Provide feedback about the length of student responses throughout the process
- When a response exceeds the required length, annotate it, indicating where redaction has occurred
- Students may be asked to consider the audience, purpose and conditions of the task

Students should:

- Develop a response of the required length (neither significantly over nor under the required length)
- Respond to draft feedback about the length of their response
- Document the length of their response using a word count, page count or time

Students who are significantly over the maximum written length required will only have the evidence in the student response marked that meets the assessment conditions for response length. This will exclude evidence outside the required length. Students may be asked to redact portions of their submission until it meets the required work limit, provided this does not become additional feedback or compromise authenticity.

Teachers are to provide feedback on the students' responses and ISMG to indicate the evidence used to determine the result. The marking of performances (e.g., Drama, Music) will cease after the maximum length is reached. Teachers will comment on the ISMG that marking ceased at the maximum time of the performance. Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

Determining the Word Length and Page Count of a Written Response		
	Word Length	Page Count
Inclusions	All words in the text of the response Title, headings and subheadings Tables, figures, maps and diagrams containing information other than raw or processed data Quotations Footnotes and endnotes (unless used for bibliographical purposes)	All pages that are used as evidence when marking a response
Exclusions	Title pages Contents pages Abstract Raw or processed data in tables, figures, and diagrams Bibliography Reference list Appendices Page numbers In-text citations	Title pages Contents pages Abstract Bibliography Reference list Appendices



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Authenticating Student Responses

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine the authenticity of student work. Teachers, students and parents/caregivers have specific responsibilities for establishing authorship of responses.

Teachers will:

Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work. Examples of authentication may include:

- Classwork samples
- Checkpoint interviews
- Draft comparisons
- Version history review
- AI prompt/output logs where AI is permitted (appendix)
- Oral verification conversations

Students should:

- Use the designated class time to ensure teachers can observe the development of work and authenticate student responses
- Participate in authentication processes as required by the College, such as:
 - Submit a draft.
 - Submit to checkpoints.
 - Submit the final response via Turnitin using Canvas.
 - Where required, participate in interviews during and after the development of the final response.

Parents/Caregivers should:

- Support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of the College's academic integrity policies.

Establishing Authorship

When authorship of student work cannot be established, or a response is not entirely a student's own work, St Mary's College will:

- Provide an opportunity for the student to demonstrate that the submitted response is their own.



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- Make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
- In these instances, judgments about student achievement are made using the available student work, instrument-specific standards or syllabus standards.
- Grade only the identifiable student-authored positions OR. require a supervised comparable task (as per QCAA authentication guidelines).

Access Arrangements and Reasonable Adjustments, including Illness and Misadventure (AARA)

St Mary's College is committed to ensuring equitable opportunities for all students by making reasonable adjustments to conditions of assessment. The College must make AARA decisions using the QCAA's **AARA principles**, ensuring decisions are based on **functional impact, equity, reasonableness**, and the **evidence provided**, consistent with the *QCE & QCIA Policy and Procedures Handbook v7.0*. [qcaa.qld.edu.au]

Learning needs and access to assessment and reasonable adjustments (AARA)

Years 5–10

Students with learning needs in Years 5–10 may receive school-based adjustments to support access to learning and assessment. These decisions are made by the Learning Support Department and are consistent with the student's support plan.

Although QCAA approval is not required, school-based adjustments align with QCAA AARA principles to support consistency with senior schooling.

Years 11–12 (Units 1–4)

In **Units 1–2**, all AARA decisions are **school-approved**. Evidence gathered during Units 1–2 may support later AARA applications for Units 3–4.

In **Units 3–4**, AARA may be:

- **Principal-reported AARA:** Approved by the Principal/delegate and reported to the QCAA.
- **QCAA-approved AARA:** Requiring formal application and evidence submitted to the QCAA. These are used for significant long-term conditions, high-impact adjustments, or external assessment.

The Curriculum Office facilitates AARA applications and coordinates evidence requirements. Please contact the Assistant Principal – Curriculum for AARA and misadventure enquiries and Curriculum Leader – Inclusive Education for adjustment enquiries.

Support is managed by the Inclusive Education Department, specific to the needs of the student, consistent with the Student's Support Plan.



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Types of Assessment	Adjustments
Summative assessment – internal examination	Extra time and/or rest breaks Format of papers Assistance
Summative external assessment or Senior External Examination	Assistive technology, including the use of a computer A reader and/or scribe A change of venue or request for alternate venue (changes to rooms should be recorded) The following adjustments require QCAA approval when used for Units 3–4 assessment or external assessment (e.g., extra time, rest breaks, assistive technology, reader/scribe).

Illness and Misadventure

Students who experience illness or an unexpected event that adversely impacts their ability to attend or complete an assessment may be eligible for illness and misadventure provisions. These circumstances may affect an individual student or, in some cases, a group of students.

Adjustments for illness or misadventure must meet QCAA eligibility: the event must be unexpected, beyond the student's control, and must present a demonstrable impact on performance. Evidence is required, and in some cases, Units 3–4 require QCAA approval (doctors' certificate).

Examples that may be regarded as illness and misadventure

- Identified learning needs requiring adjustment
- Chronic illness
- Aggravation of symptoms of chronic illness
- Acute illness or injury
- Mental, social or emotional distress
- Bereavement
- Significant family distress
- Sudden or significant events (e.g., car accident, weather event, breakdown)
- Principal's discretion

Examples that are NOT regarded as illness and misadventure

- Attendance at TAFE courses
- Family events or holidays
- Social events (e.g. College formals)
- Sporting, artistic or cultural activities
- Employment
- Non-urgent non-medical appointments such as physiotherapy or dental check-ups
- Caring for a sibling, babysitting



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- Minor events resulting from poor planning (e.g., traffic, sleeping in, misreading the timetable, forgetting materials, etc.)
- Poor behaviour in an examination centre or the classroom.

Adjustments Requiring QCAA Approval for Units 3–4 and External Assessment

- Extra time and/or rest breaks
- Format of papers
- Assistance
- Assistive technology (including computer use)
- Reader and/or scribe
- Change of venue or alternative venue arrangements (Per QCAA AARA guidelines).

Supporting documentation

To make an informed decision about an illness and misadventure application, evidence should be provided. In Years 5 to 9, written, email or telephone correspondence from a parent is received in good faith. Supporting evidence is always preferred. In rare circumstances where no evidence can be gathered, a no result (NR) may be recorded.

Years 5-9

With a request for extension in one or more subjects, the request should be forwarded to the subject teacher who will renegotiate the due date in consultation with the Years 5-9 Curriculum Leader. This is to be recorded on Sentral as a neutral correspondence.

All requests for exemption must be made to the Years 5-9 Curriculum Leader.

Years 10 - 12: Applying for illness and misadventure

1. Students requiring extensions for one assessment item should collect (or download) a copy of the Senior Illness and Misadventure Form from the Curriculum Office.
2. Students complete the Form, ensuring supporting verifiable evidence is attached where relevant, negotiating with the Assistant Principal Curriculum to determine an alternative task/due date.

When multiple assessment items are missed, the Assistant Principal Curriculum clarifies and communicates an appropriate course of action to all teachers, Curriculum Leaders, and the student (and family).

Missed Examination

All students must attend examinations as timetabled. It is the responsibility of students to check the examination schedule. Students should ask for clarification if unsure. College assessments must take priority over attendance at TAFE or SBA days.

Students are responsible for completing all missed assessments.



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Absence from exams Years 5 – 9

- When exams occur throughout the term and not in exam block periods, the classroom teacher is to have the student complete the exam during class once they return.
- When assessment is missed in the end-of-semester exam periods, the student is required to complete the examination during the scheduled catch-up session/s. Where the student fails to complete the assessment by the designated due date, teachers, in collaboration with the Year 5-9 Curriculum Leader, will use other summative assessments, formative assessments, and coursework to determine a level of achievement. Where no level of achievement can be determined, the student will be awarded a NR.

Absence from exams Years 10 – 12

Students in Years 10 to 12 who are eligible to apply for illness and misadventure will be required to complete:

- The assessment at the approved time and date
- A comparable piece of assessment, if necessary, to ensure integrity of the piece is maintained.

Non-Submission of Drafts and Assessments

Students who are unable to attend an examination owing to illness or other unavoidable circumstances must have their parents or caregiver inform the College by phoning for the absence to be regarded as authorised.

Provided that acceptable evidence of such an absence (e.g., a medical certificate stating specifically the reason for absence) is presented for consideration by the Assistant Principal Curriculum (Years 10-12) or the Years 5-9 Curriculum Leader in accordance with the QCAA's QCE and QCIA policy and procedures handbook, students may be granted permission to sit the examination.

In the Junior School (Years 5 – 9) a student who is absent from an examination without the College knowing in advance of the examination may not be granted the opportunity to complete an examination after the due date. Students who are unwell, subject to other extenuating circumstances may be given the opportunity by their teacher to complete the assessment. Students in Year 10 enrolled in TAFE, external courses or SBAs are required to attend exams at school on the day they are scheduled as per the assessment calendar.

In the Senior school, assignments will only be accepted after the due date if the student has a pre-existing AARA (extension) or experiences extenuating circumstances that would constitute illness or misadventure. This will be decided in consultation with Queensland Curriculum Assessment Authority (QCAA) and the College Principal. Students in Year 11 and 12 enrolled in TAFE, external courses or SBAs are required to attend exams and submit assignments on the day they are scheduled as per the assessment calendar.

Students with known absences (sporting commitments) will need to meet with the Assistant Principal Curriculum in advance, as changes of examination dates may not be approved, and Senior students may be given a Not-Rated (NR), which will affect their QCE points and ATAR calculations.

Examination and Assessment dates will not be changed for students going on family holidays, and these



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students will receive Not-Rated (NR) for examinations. Assignments would need to be completed and submitted on or before the due date (in class time/3:00 pm in Canvas).

Under no circumstances will examination dates be brought forward for a student to complete before the due date, as this compromises the integrity of the assessment instrument.

The following are **not** grounds for an extension, including but not limited to:

- Computer or internet problems
- Uploading of incorrect files
- Holiday arrangements
- Misreading an assignment due date or time
- Unexpected events causing the loss of a few hours of study time close to the due date
- Normal pressures relating to study or employment

For all cases of non-submission of drafts or final assessment:

See the [Academic Support Process](#).

Leave Applications

Students wishing to take discretionary leave must apply to the Assistant Principal Curriculum in writing before their leave. The letter must outline the dates of leave and the reasons for the leave. The Assistant Principal Curriculum will determine a fair academic response in line with current policy. Leave cannot be granted for assessment in Year 10 – 12.

Mandatory Senior Requirement

From **2026**, completion of the **QCAA Academic Integrity Course** is required for QCE eligibility. All Year 11–12 students at SMC must complete this.

Governance and AI Principles

St Mary's College acknowledges the TCS Six Principles for Generative AI:

- Teaching and Learning, Human and Social Wellbeing, Transparency, Fairness, Accountability, Privacy and Security.
- The College uses only TCS-approved AI tools, including Microsoft Copilot, which complies with TCS privacy, data management and security requirements.



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Students and staff must comply with:

- Australian Privacy Principles
- TCS ICT Acceptable Use Policy
- QCAA academic integrity expectations for the safe, responsible, ethical use of AI.

GEN AI Use in Learning & Assessment

Generative AI can support learning when used ethically and transparently. Every assessment will include an AI Use Level, based on St. Mary's College AI matrix. St. Mary's College has adapted our acceptable use of AI from the TCS Six Principles of Generative AI and QCAA academic integrity guidelines.

AI Use Levels (will appear on all task sheets). St Mary's College uses a 3-step AI traffic light system for student/parent/staff clarity:

- Level 1 – NO AI USE

Description: Students may not use any Artificial Intelligence (AI) tools to organise, check, or enhance their Assessment Item.

- Level 2 — Structure AI

Description: Students may use Artificial intelligence (AI) tools to organise and check the structure and flow of their Assessment Item. This includes grammar checks, coherence, and flow of arguments but excludes using AI to generate new text and/or new content.

Additional Information Required:

Indicate the AI tool(s) used for structure checking at the beginning of the Assessment Item
Include the prompts you have used in an appendix.

Save copies of your drafts and content before/after AI was used, to produce upon request.

- Level 3 — AI Enhancement

Description: Students may use Artificial intelligence (AI) tools to organise and check the structure and flow of their Assessment Item. This includes grammar checks, coherence, and flow of arguments and includes using AI to generate new text and/or new content.

Additional Information Required:

Indicate the AI tool(s) used for structure checking at the beginning of the Assessment Item
Include the prompts you have used in an appendix.

Save copies of your drafts and content before/after AI was used, to produce upon request.



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AI Transparency Requirements

All students must:

- Declare their AI use level
- Submit AI logs (where required)
- Retain drafts and before/after versions
- Be able to explain all parts of their work
- Acknowledge use of AI in the reference list when applicable
- QCAA directs schools to teach transparency, referencing and ethical scholarship with AI explicitly.

Managing Academic Misconduct

St Mary's College positively and proactively manages misconduct while ensuring fairness for all students. Types of misconduct are outlined in the [QCE and QCIA policy and procedures handbook](#) (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct).

When managing academic misconduct, teachers investigate, gather evidence, and report the alleged misconduct to the Assistant Principal Curriculum or Years 5-9 Curriculum Leader. The welfare of the student should always be considered in cases of academic misconduct.

Years 5 to 9

If misconduct is proven in Years 5 to 9, the teacher informs the Years 5-9 Curriculum Leader, who checks if the student has been involved in previous academic misconduct. For a first offence, the Curriculum Leader manages the event in line with college procedure and forwards a record to the Curriculum Office. Instances of academic misconduct are not transferred to the Senior School, and the student can commence Year 10 with a clean record. Multiple cases of academic misconduct are managed by the Assistant Principal of Curriculum.

Years 10 to 12

In Years 10 to 12, all instances of academic misconduct are reported to the Assistant Principal Curriculum, who checks prior instances and determines a response in line with College policy and QCAA guidelines.

Cheating while under supervised conditions

Example of misconduct:

A student:



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- 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.

Procedure:

Cheating is a serious breach of examination conditions. A teacher may deem that a student has cheated if they see the student talking, looking in the direction of another student or their work, passing notes, and/or using or possessing unapproved notes or communication device/s, or communicating with another student in any manner.

Where a case of cheating is detected by an exam supervisor, the teacher is to remove the offending student from the room and send them to the Academic Support Centre to complete an Academic Integrity Plan. The teacher will only mark work completed to that point.

Collusion

Example of misconduct:

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 in committing an act of academic misconduct
- A student gives or receives a response to an assessment.

Procedure:

If it is determined that a student has used another student's work, the teacher will disregard the plagiarised matter and grade the rest of the work. Where the original authorship cannot be established, both students (the donor and the receiver) will have the common material disregarded in the teacher's grading of their work. Both students will be required to complete an Academic Integrity Plan through the Academic Support Centre.

Fabricating

Example of misconduct:



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A student:

- Invents or exaggerates data
- Lists incorrect or fictitious references.

Procedure:

If it is determined that a student has misleadingly fabricated references such as facts or data, the teacher will disregard the fabricated matter and grade the rest of the work. The student will be required to complete an Academic Integrity Plan through the Academic Support Centre.

Plagiarism or lack of referencing

Example of misconduct:

A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).

Procedure:

If it is determined that a student used work that was not their own, or has submitted work with external content, the teacher will redact the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only.

The teacher must notify the Curriculum Leader. The Curriculum Leader and teacher will interview student(s) to confirm the extent of the external material and authorship through discussion and supported by evidence of learning.

Parents are called and it is recorded on Sentral. Students will be required to complete an Academic Integrity Plan.

Misconduct during an examination

Example of misconduct:

A student distracts and/or disrupts others in an assessment room. They may take the form of but not limited to the following:

- Drawing attention to yourself
- Making noise
- Making excessive movements
- Asking inappropriate questions



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Procedure:

If a student **disrupts an exam**, the following may occur:

1. The student will be given one quiet, private reminder of the exam conditions and expected behaviour of students (this is only to be applied for minor disruptions e.g. pen tapping/chair rocking. For major disruptions, skip to step 2)
2. If a student disrupts a second time, they will be removed from the exam venue to the RTC.
3. The student's Parents/Caregivers will be called at this point
4. The student may have forfeited their opportunity to sit the exam/complete work on their exam which will be marked at the point it was left. In exceptional circumstances, at the discretion of the Curriculum Leader, the student may be allowed to complete their exam either in the original exam room or an alternate venue as decided by the Assistant Principal Curriculum/Years 5-9 Curriculum Leader.

Significant contribution of help (including the use of Artificial Intelligence)

Example of misconduct:

A student arranges for, or allows a tutor, parent/caregiver, any person in a supporting role, or an **Artificial Intelligence (AI) system** to complete or contribute significantly to a response.

This includes using AI beyond the **specific expectations set by Teachers and Curriculum Leaders** for a given task.

Procedure:

If the authorship of a student's assessment task is questionable, or if the use of AI is suspected beyond the permitted parameters, the class teacher, in consultation with the Curriculum Leader, will use the Gen AI Judgement tool to assess whether the student provides further evidence to support their claim to authorship.

This evidence may include additional notes, plans, drafts, or a history of AI prompts and responses.

Where authorship cannot be established, or there is a discrepancy between the submission and the evidence of authenticity, the following may occur:

- **Redaction:** Only the verified student-authored work will be graded.
- **Supervised Task:** A comparable piece must be completed under examination conditions to demonstrate genuine learning.

Homework Guidelines

Guidelines Statement

Home study is an important aspect of learning. Revisiting concepts covered in class, and completing related



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activities, can help consolidate learning. Further, homework helps build work ethics and autonomy. Homework across the College can take many forms and include activities such as:

- Student self-set revision
- Completion of problem-solving exercises
- Completion of answers to set questions
- Reading and note-taking
- Viewing relevant documentaries / digital clips
- Working on assignment tasks
- Rehearsal time

Roles and Responsibilities

Teachers will:

Teachers are expected to assist students with their learning by setting homework where it is purposeful. In setting homework, teachers should consider:

- The age level of students and the phase of learning they are in (Primary, Middle, or Senior)
- The core learning focus
- The mode of submission
- The reasonableness of timelines for completion, given student needs and abilities.

When teachers set homework, the College expects that they:

- Ensure the homework set is purposeful and relevant to students' needs
- Ensure the homework set is varied, challenging, and related to classwork
- Assist students in developing time management and organisational strategies to support homework completion
- Allow timely opportunities for review of student responses and feedback
- Communicate with parents when work is repeatedly incomplete or not satisfactorily completed



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- Establish routines and conventions for students around how to ask for help, if they are having difficulty completing homework
- Modify homework tasks for students on CMPs.

Students will:

The nature and volume of homework a student is expected to complete will vary depending on their year level and suite of subjects. Expectation guidelines are as follows:

- **Primary School:** 2 – 3 hours per week
- **Middle School:** 4 – 7 hours per week (depending on the nature of the assessment)
- **Senior School:** 10 – 15 hours per week (depending on the nature of the assessment)

The length of time a student may spend on homework will, understandably, differ depending on:

- The student's ability in a particular subject area.
- The nature of the assessment task – research subjects, for instance, may require more ongoing commitment but fewer examinations.
- The level of commitment a student has to their learning.
- The extent to which work has, or has not been, completed in class.

Students at the College are expected to:

- Record all homework accurately in Student Diary (Years 5-9).
- Complete all homework required within the hours indicated above.
- Organise their homework in an appropriately presented, structured, and detailed manner – having had this explained and modelled for them by the classroom teacher.
- Communicate with teachers before due dates if they have a known scheduling conflict and arrange an alternative submission time.
- Communicate with teachers by email before a lesson if they have been unable to complete homework because of an unforeseen scheduling problem, illness, or difficulty. Students should cc their parents on the email to ensure transparency for all parties.



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Parents/Caregivers

Parents/carers assist the College and support their children by working in partnership with teachers. Parents working in partnership with the College may help in the following ways:

- Checking the Student Diary for homework entries.
- Assisting the student by discussing homework tasks, reading drafts of assignments, and offering suggestions for editing or content.
- Communicating directly with the teacher if they have questions or concerns.
- Providing a suitable area in the home that is conducive to completing homework and study while also being easily monitored by parents/carers.
- Establishing home routines that support the completion of homework.
- Ensuring a balance between schoolwork and extracurricular activities.

Procedure for Non-Compliance

If a member of the College community is concerned about the setting of homework in a teacher's class, they should contact the teacher in the first instance. Should the matter require further attention, contact should be made with the appropriate Curriculum Leader.

Where a teacher has a concern about the non-submission of homework by a student, they should:

- Engage in a conversation with the student, outlining expectations and offering support.
- Provide the student with an alternative opportunity to submit the homework to a satisfactory standard.
- Make contact with the parents.

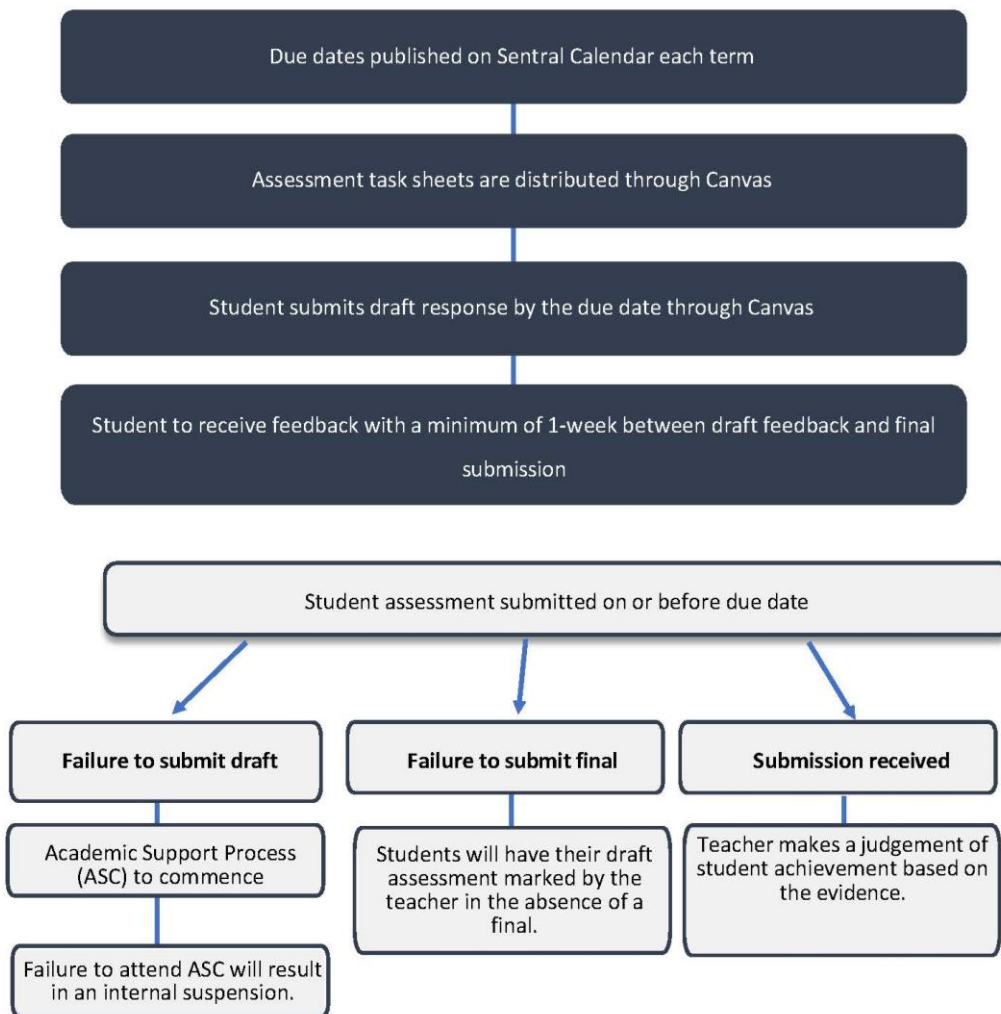
Should a student not complete homework within the designated timeframe, the teacher is to issue a Prep Plan.

Note: In the context of academic coursework, educators may assign tasks that serve either a formative or summative purpose. Formative tasks are designed to facilitate learning and practice, and they do not contribute to an official grade. Summative tasks are intended to evaluate student performance and contribute to an official grade. If a homework assignment is classified as a summative task and influences the final results of a subject, the Academic Integrity Committee (AIC) process may be invoked.



Appendix 1: Assessment Submission Process Flowchart

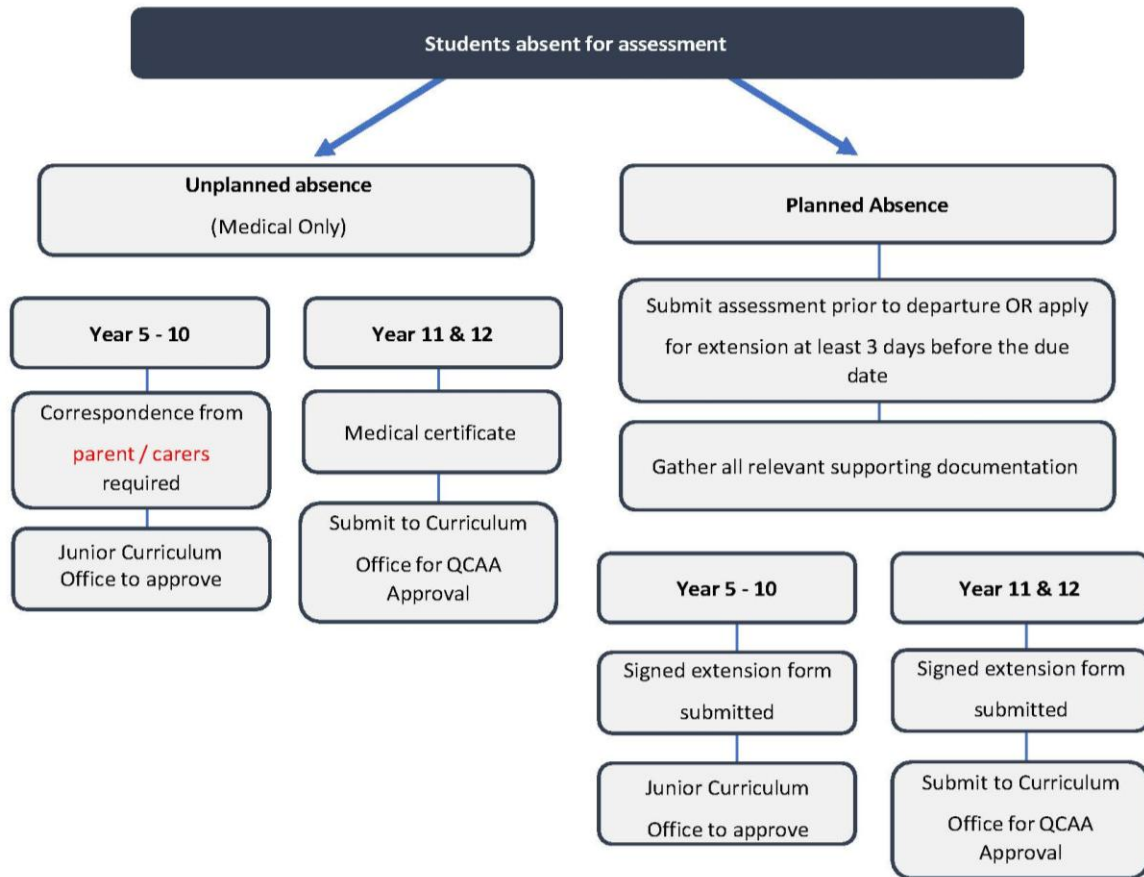
Assessment Submission Process





Appendix 2: Absent for Assessment Flowchart

Absent for Assessment

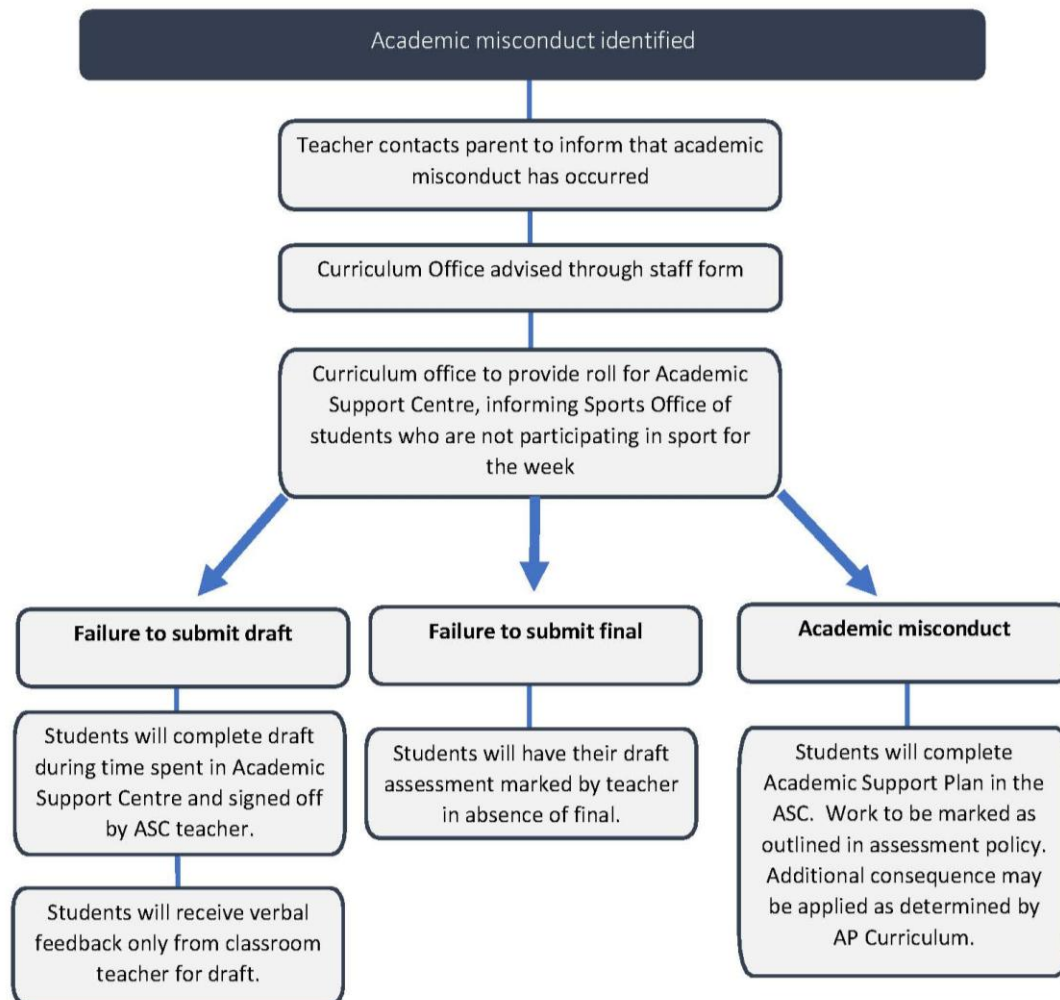


If not submitted prior, assessments will be submitted / exams written in Academic Support Centre the following Wednesday when students return to school.



Appendix 3: Academic Support Centre Flowchart

Academic Support Centre Process





Appendix 4: Academic Support Centre (ASC) Response


Academic Support Centre (ASC) Response


Referrals	Support Actions – Student	Communication
0-2	<ul style="list-style-type: none"> ASC Normal Process Mentor conversation 	<ol style="list-style-type: none"> ASC initiated by classroom teacher. Classroom teacher emails parents about referral. Communication to parents at each referral by Junior Curriculum Office. Junior Curriculum to notify mentor teachers upon two referrals for discreet mentor conversation.
3	<ul style="list-style-type: none"> ASC Letter 1 	<ol style="list-style-type: none"> ASC Letter 1: <ul style="list-style-type: none"> Letter to parents from Junior Curriculum Office that 4 x ASC will activate 30 minute first break reflection and 5 x ASC will activate <u>Academic Monitoring Card I</u> and parent meeting.
4	<ul style="list-style-type: none"> <u>30-minute</u> first break reflection with AP Curriculum or Junior Curriculum Leader. 	<ol style="list-style-type: none"> Student completes work on reflective paperwork on goals and why they want to be at St Mary's College
5	<ul style="list-style-type: none"> Parent meeting occurs. <u>Academic Monitoring Card I</u> issued. Mandatory card daily check-in with Assistant to AP Curriculum. 	<ol style="list-style-type: none"> Parent meeting set by AP Curriculum and Junior Curriculum: <ul style="list-style-type: none"> discuss concerns, implementation of a student learning support plan, discussion of consequences for further ASC referrals and set assessment dates. Inform parents start of <u>Academic Monitoring Card I</u> issued and monitored for 2 weeks – replacement behaviours discussed regarding meeting assessment goals in consultation with teacher and CL. Send student support plan and goals to all classroom teachers.
6	<ul style="list-style-type: none"> ASC Letter II 	<ol style="list-style-type: none"> ASC Letter II: sent to parents from AP Curriculum to inform on 7th ASC referral: <ul style="list-style-type: none"> <u>Academic Monitoring Card II</u> activation and a 1 x day INTERNAL suspension
7	<ul style="list-style-type: none"> INTERNAL Suspension: 1 day Academic Monitoring Card II issued – 2 weeks 	<ol style="list-style-type: none"> 1 x day INTERNAL suspension. Student to work on reflective paperwork, strategies and catching up missing assessment. Inform parents of start of <u>Academic Monitoring Card II</u> issued by AP Curriculum (monitored for 2 weeks) – regarding meeting assessment goals in consultation with teacher and CL. Handed to Assistant to AP Curriculum.
8	<ul style="list-style-type: none"> EXTERNAL Suspension: 1 day 	<ol style="list-style-type: none"> 1 x day EXTERNAL suspension Re-entry meeting with AP Curriculum. Review data from ASC escalation and <u>Academic Monitoring Card I</u> and <u>Academic Monitoring Card II</u>.
9+	<ul style="list-style-type: none"> EXTERNAL Suspension: 2 days 	<ol style="list-style-type: none"> 2-day EXTERNAL suspension. Re-entry with College Principal.




Appendix 5: SMC AI Guide

SMC AI GUIDE

- **NO A.I**

No AI permitted at all during the completion of this task/ section
- **STRUCTURED AI**

The teacher will specify which AI can be used, and for what specific purpose, task or activity.
- **AI ENHANCEMENT**

AI can be used for all parts of the task or activity without restrictions