



St Thomas More College Sunnybank

SENIOR ACADEMIC INTEGRITY POLICY

July 2026

Live it. *Faith* Learn it. *Learning* Love it. *Community*

St Thomas More College Senior Assessment Policy

February 2026

Contents

Scope	3
Purpose.....	3
Why is academic integrity important?	3
Supporting academic integrity	3
What is academic misconduct?	4
Principles.....	4
Promoting academic integrity.....	4
Ensuring academic integrity	6
Internal assessment administration	6
External assessment administration.....	11
Managing academic misconduct	11
Related school policy and procedures	13
What if I am absent on the day of an exam?	13
What if I am absent on the day an assignment is due?	13
What if assessment is due, or an exam, and there is a co-curricular event at the same time?	14
What happens if I have a computer issue and lose my assessment?	14
What is the expectation about organisation and behaviour during exams?	15

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment in the Senior Years at St Thomas More College, including assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to all Senior Years subjects including Applied, Applied (Essential), General, General (Extension) subjects, VET school-based subjects and Short Courses across all faculties.

Purpose

St Thomas More College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices, such as referencing.

For teachers, this means modelling integrity for students, and adhering to QCAA policies, procedures and guidelines in approaching assessment responsibilities, including administering assessment.

Parents/carers and others who support students in their learning should be aware of the guidelines for academic integrity. St Thomas More College will communicate information about academic integrity to our school community.

Why is academic integrity important?

Students complete assessment to demonstrate what they know and can do at specific points during a course of study. When students genuinely demonstrate their learning, they achieve results based on their own work and effort. Subject results indicate a standard achieved across the range of assessments required by the syllabus.

Supporting academic integrity

Schools and teachers develop processes for teaching, learning and assessment that model academic integrity, such as:

- adhere to syllabus requirements for assessment specifications and conditions
- implement guidelines in the QCE and QCIA policy and procedures handbook
- acknowledge sources using appropriate referencing techniques in resources (e.g. slide shows, student handouts)
- adhere to copyright laws
- practise appropriate academic research.

What is academic misconduct?

- Academic misconduct incorporates a broad range of behaviours which can falsely and inappropriately represent student learning.
- It is important that schools, teachers and students understand the different types of academic misconduct, and how they can be avoided.

Principles

St Thomas More College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- informative of where students are at in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

St Thomas More College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at (https://www.stmc.qld.edu.au/learning/learning-senioryears). All questions regarding this policy should be directed to Academic Leaders or the Assistant Principal – Senior Years.

	To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each Semester in Year 10, and each Unit in Senior subject classes. Relevant processes will be revisited: • at enrolment interviews • during SET Planning • when the assessment schedule is published • when each task is handed to students
Expectations about engaging in learning and assessment Section 8.2.1: Engaging in learning and assessment	St Thomas More College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements and having successfully completed the QCAA Academic Integrity Course. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit for the reporting period and for the QCE. Single instruments cannot be repeated. If repeating, a student must repeat all learning and assessment for a unit (Unit 1 and Unit 2) or for a pair of units (Units 3 and 4). Student responsibility Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date • Attend the “draft catch up” room as directed to ensure a satisfactory draft has been submitted To emphasise the importance of sound academic practices, staff and students will engage with the QCAA academic integrity expectations at the beginning of each year.

Due dates Section 8.2.7: Gathering evidence of student achievement.	School responsibility St Thomas More College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 2 each Semester. The assessment schedule 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/carers • be consistently applied • be clearly communicated by the end of Week 2 each semester • give consideration to allocation of workload. Student responsibility Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the due dates
	• informing the school as soon as possible if they have concerns about assessment load and meeting due dates. Assignments will be submitted at the beginning of the lesson. Staff will record / check that the assignment has been submitted and negate any IT issues that may have occurred with the submission. A student absent on the day of submission is required to submit the assignment by 8.30am unless they have approved AARA for that piece of assessment. In cases where a student is unable to meet a due date, they will: • inform the classroom teacher and Academic Leader as soon as possible • provide the school with relevant AARA documentation, e.g. medical certificate, within 5 school days after the assessment piece was scheduled for completion • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. For example, an extension of submission time, change in assessment conditions etc. All final decisions are at the Principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information	Assessment instruments will provide information about St Thomas More College's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software – Turnitin (via Microsoft TEAMS). Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as per QCAA processes.

Appropriate materials Section 8.2.2: Appropriate learning experiences and materials.	St Thomas More College is a supportive and inclusive Catholic school. Material and texts are chosen with care in this context by students and staff.
--	--

Ensuring academic integrity

St Thomas More College has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3: Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.2.7: Gathering evidence of student achievement.	Checkpoints are provided on assessment task sheets to monitor student progress and to aid in establishing student authorship. They: • clarify assessment expectations for students, e.g. task requirements • discuss progress towards the task completion • help students develop strategies to submit assessment by the due date • ensure students are creating assessment in the correct mode • gather evidence on or before the due date • provide points of intervention, if needed • embed authentication strategies Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Academic Leaders and parents/carers will be contacted if checkpoints are not met.

Drafting

Section 8.2.5: Drafting.

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Drafts are to be uploaded to Teams as per the instructions from the class teacher and / or the Curriculum Leader.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed (general cohort delivery)
- delivered in a consistent manner and format for all students
- provided within one week of the final submission.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

What happens if I do not submit a satisfactory draft or final submission?

It is important that you try your absolute best when completing assessment. If you do not submit **a draft of a satisfactory standard**, the teacher will inform your parents/ guardians, as well as the Academic Leader for that subject via email.

You are then required to attend a lunchtime catch-up session to work on your assessment. The sessions occur on Wednesday and Friday lunch breaks in N1. Failure to attend a lunchtime catch up session will result in an automatic afternoon consequence.

If you do not submit your **final assessment** on the due date, then your draft will be marked. **No late submissions will be accepted or marked.**

Non-submissions will be recorded and tracked by the College Leadership Team. Multiple incidents of non-submission will result in academic intervention and a meeting with parents/ guardians.

Managing response length

[Section 8.2.6: Managing response length.](#)

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available where possible.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:

- mark 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.
- allow 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
 - an assessment that requires a continuous response, such as a presentation or recording.

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Determining 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) • abbreviations, including initialisms (e.g. LPG), units of measurement (e.g. kg, m), and chemical formulas (e.g. KOH, HCl)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the written responses[*] • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes[†] • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/reference list • appendixes[†] • blank pages

^{*} For example, by-lines, banners, captions and call-outs that are the visual elements of written genres suitable for a print or online publication, such as a literary article, blog, essay or column.

[†] Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Authenticating student responses

[Section 8.2.8: Authenticating student responses.](#)

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

St Thomas More College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments and will be referred to when explaining the assessment piece at the time of distribution in class and could include:

- requiring work to be completed in class
- signing a declaration
- submitting the draft

Only work that can be authenticated by the school as a student's own, can be used to make a judgment. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) For more information see sections 6, 8 and 9.	Applications for AARA St Thomas More College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from QCE and QCIA policy and procedures handbook v7.0 Queensland Curriculum and Assessment Authority The College Principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations) • timetable clashes • matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events) • matters that the school could have avoided (e.g. incorrect enrolment in a subject). Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the principal's delegate (Assistant Principal – Senior Years) as soon as possible, and no later than five (5) school days after the published completion date of the assessment piece, and submit the relevant supporting documentation as listed below: • medical report • student statement Copies of the medical report template, and other supporting documentation are available from the school, and on the College website (https://www.stmc.qld.edu.au/learning/learning-senioryears)
Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the Senior Education Profile (SEP) calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject resulting in QCE points not being allocated or a successful completion record of the subject at the time of exit. This may affect ATAR calculations and / or meeting university or TAFE entry requirements.

Internal quality assurance processes	St Thomas More College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement through departmental cross-marking processes. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9	St Thomas More College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for our local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.3 Section 10.2 Section 10.3 See also: <i>External assessment — administration guide</i> (provided to schools each year)	See the <i>QCE and QCIA policy and procedures handbook</i> and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

St Thomas More College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
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.	For authorship issues When authorship of student work cannot be established, or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. Verification could occur through verbal questioning or other means to determine the level of knowledge and understanding of what has been submitted. For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
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.	For instances where a student has knowingly shared their work with another student which has then been submitted in whole or part, both students involved will receive no credit for the assessment. If the breach has been detected at the draft stage both students will be required to submit an alternate task unless authorship can be authenticated.
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.	See the <i>QCE and QCIA policy and procedures handbook</i>. Where appropriate, the school's behaviour management policy will be implemented.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.	For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR).
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, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	The student will be referred to the RTC immediately where the Academic Leader and/or Assistant Principal will be informed. Parents/ caregivers will be notified.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.	The student will be required to complete an RTP plan, which will be negotiated with the Academic Leader/ Assistant Principal and then signed by parents/ caregivers.
Impersonation	A student: • arranges for another person or technology 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.	

	Types of misconduct	Procedures for managing academic misconduct
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	Where a student distracts or disrupts others in an assessment room, the student will be asked the first set of RTP questions and then referred to the RTC for further disruptions. Automatic referrals for unsafe or highly inappropriate behaviour are at the discretion of the supervising teacher. All consequences are at the discretion of the Principal.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, as the work produced is not the work of the student.	
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 arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

What if I am absent on the day of an exam?

A parent/ caregiver must notify the College of your absence, and you must provide an AARA Application Form with the relevant supporting documentation to substantiate your absence. If the AARA application is approved, the Academic Leader will arrange a catch-up exam time and will notify the student and parent / guardian of the rescheduled examination time. In accordance with the QCAA guidelines, a comparable assessment piece will be administered to maintain Academic Integrity.

Failure to comply with these guidelines will result in an NR being awarded for the exam. A student will not be awarded an overall result for the unit/semester if all assessment has not been completed.

What if I am absent on the day an assignment is due?

Your parent/ caregiver must notify the College of your absence. You must email your teacher to advise them of your absence. The assignment must still be submitted by 8.30am on that day via *Teams* or as advised by the class teacher, otherwise your draft will be marked. Your parents/ caregivers will be notified if the assessment is not submitted. For practical assessment, you must contact your teacher for instructions.

What if assessment is due, or an exam, and there is a co-curricular event at the same time?

The College will do what is possible to avoid scheduling examinations and / or assessment on the same day as co-curricular events such as sport or cultural activities. However, it is not always possible to avoid these clashes. In the Senior School, it is expected that students maintain academic standards and expectations and complete the assessment pieces and / or examinations on the date scheduled in the Academic Calendar. Absences during these assessments and / or examinations may greatly affect your overall results and attainment of the QCE.

Please note: Absences due to events such as family holidays, birthdays, weddings and the like are not considered valid grounds for applying for an alternative assessment date as per [Section 6.2.1](#) of the QCAA QCE and QCIA Handbook, as seen in the extract below:

6.2.1 Ineligibility

Students are not eligible for AARA (Special Consideration) on the following grounds:

- *unfamiliarity with the English language*
- *teacher absence or other teacher-related difficulties*
- *matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)*
- *timetable clashes*
- *matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)*
- *matters that the school could have avoided (e.g. incorrect enrolment in a subject).*

What happens if I have a computer issue and lose my assessment?

All students are required to save their work to OneDrive. This means that files are automatically backed up to the cloud and files can be recovered if they are lost or corrupted. Therefore, students cannot use technology as an excuse for not submitting work.

If you 'lose' your files on the due date, you have the lesson to rewrite the assessment piece, otherwise your draft will be marked.

If this happened before the due date, you must rewrite the assessment and show your teacher that it has been saved to OneDrive.

What is the expectation about organisation and behaviour during exams?

The following expectations apply to senior exam blocks, where applicable.

- Arrive on time. If you arrive late to an exam block session you will not be given extra time. You will not be allowed to enter the exam room if you arrive late more than 20 minutes in an exam (or equivalent). The exam will not be rescheduled if you are late unless there are extenuating circumstances which comply to those reasons not stated in Section 6.2.1 of the *QCAA QCE and QCIA Handbook*.
- You are in control of your own organisation. You are expected to be prepared for exams with all the required equipment. During senior exams, students should carry their items in a clear zip-lock bag. Pencil cases are not permitted.
- You cannot communicate with or distract another student during an exam. Talking in an exam is an automatic RTC referral.
- You cannot leave an exam early. Use the entire time and ensure you check your work and expand on responses if time permits.
- You cannot bring devices, such as phones and smart watches, into an exam unless special conditions are permitted by the Academic Leader.
- Go to the bathroom before the exam. You will only be able to leave the exam room in exceptional circumstances.
- Raise your hand if you need assistance during the exam.
- Supervising teachers cannot explain questions or help you with the answer.
- The senior exam block is a formal occasion. You must wear the formal day uniform.

Refer to other school policies as appropriate:

- Student Behaviour Support Plan