



St Paul's School Assessment and Academic Integrity Policy

1.0 Purpose

This Assessment and Academic Integrity Policy is established to clarify, guide and ensure equity and consistency in the assessment practices for students and teaching staff of St Paul's School, in alignment with Queensland Curriculum and Assessment Authority (QCAA) guidelines, including [Understanding K-12 Assessment](#) (2025) and the [QCE and QCIA policies and procedures handbook v6.0](#) (2025). Assessment is defined as 'the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individuals and cohorts' (QCAA, 2025).

This policy details the expectations, responsibilities, and processes, including explicit processes for AI-assisted work, that govern assessment to support quality teaching, authentic student learning and achievement, and transparent reporting within the St Paul's School community.

2.0 Scope

This policy applies to all enrolled students, their parents/caregivers and teachers at St Paul's School and covers every assessment activity conducted as a component of the School's curricular offerings from Years 7 to 12. In the senior phase of learning, the policy is relevant for General, General (Extension), Applied and Senior External Examination (SEE) subjects, including those assessed for the Queensland Certificate of Education (QCE), as well as Short Courses, Certificate courses and school-developed programs. It extends to summative assessment, as well as adjustments made for individual learning needs, academic integrity provisions and the responsible use of technology such as artificial intelligence (AI) in assessment.

3.0 Principles

At St Paul's School, assessment 'plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment' (Masters cited in QCAA, 2025). It is designed not only to measure achievement but to support student growth, guide instructional decisions, and foster a culture of continuous improvement. Our expectations are grounded in the *Understanding K-12 assessment* (2025) principles which outline that assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua to make defensible and comparable judgements 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 in their learning.

Quality assessment is characterised by three attributes:

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

4.0 Responsibilities

4.1 School responsibilities

- Make the *SPS Assessment and Academic Integrity Policy* readily available to students, parents/caregivers and staff.
- Provide students and parents/caregivers with clear access to draft, checkpoint and/or final submission dates through the School's learning management system.
- Provide support and relevant documentation for students to apply for extensions where required.
- Provide students with assessment instruments, complete with associated marking criteria, within an appropriate time frame.
- Provide appropriate time for assessment completion through structured class time in alignment with learning area and task type expectations.
- Provide support, scaffolding and make any adjustments to assessment where appropriate.
- Provide feedback to students on draft work where submitted in accordance with due dates (see Section 11.2.3 Drafting).
- Mark and provide feedback on final submissions in a timely manner.
- Conduct quality assurance through calibration and/or moderation of assessment.

4.2 Student responsibilities

- Complete assessment to the best of their ability, including drafts/checkpoints and polished final pieces.
- Present only their work for assessments (see Section 11.0 Academic Integrity).
- Make full use of the time available for assignments in and outside of class time.
- Present their checkpoints, drafts and final copies of assignments by 4.00pm on due dates or during specified lesson time.

- Complete and attach the assignment task sheet to their final copy (for handwritten submissions).
- Complete and attach the Declaration of Authenticity to their final copy.
- Use the School's standard system of referencing.
- Communicate anticipated difficulties in completing assessment requirements with parents/caregivers and the subject teacher.
- Follow the correct procedures to apply for an extension, should that be necessary, before the due date.
- Seek clarification regarding assessment results from the subject teacher.

4.3 Parent/caregiver responsibilities

- Support students to complete assessment to the best of their ability.
- Encourage students to submit all checkpoints, drafts and final copies by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence (e.g. medical certificate) where necessary, ahead of the due date.

5.0 Types of assessment

At St Paul's School, the assessment programs for each learning area and phase of schooling are designed to provide a range of opportunities for students to demonstrate what they know and can do. Assessments may vary from examinations under supervised conditions to assignments where students have an extended period of time to complete the work. Outlined below are details and requirements specific to each assessment type.

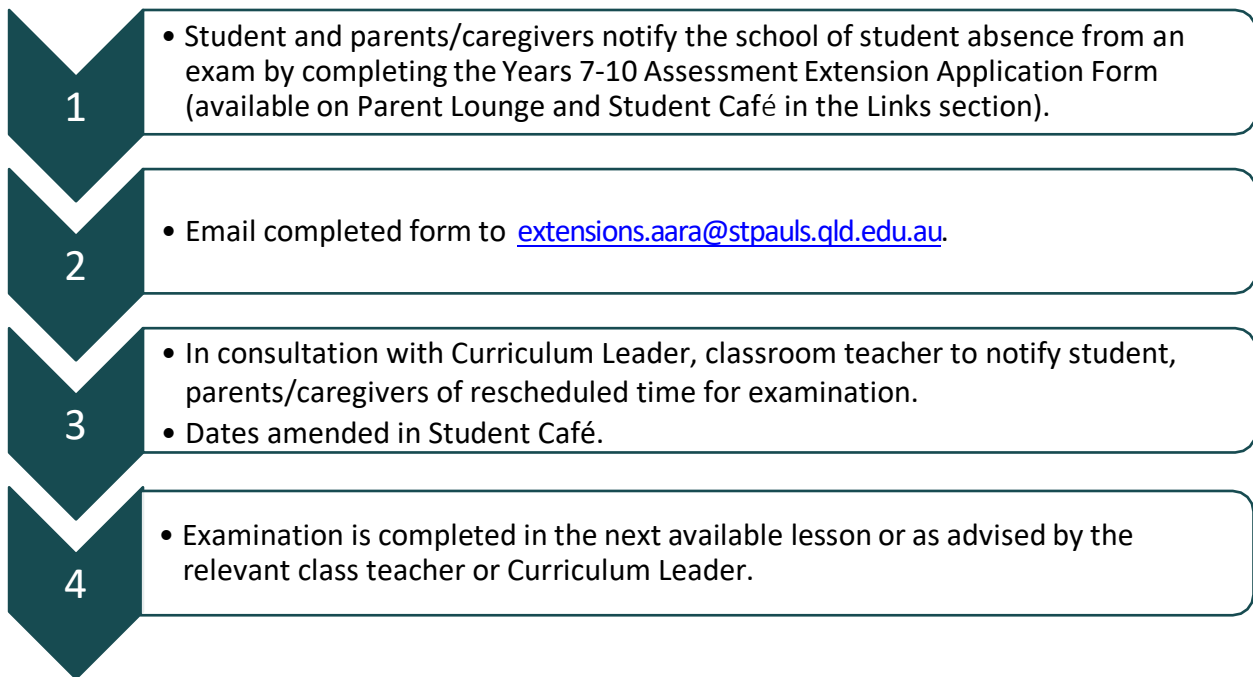
6.0 Examinations

6.1 Expectations

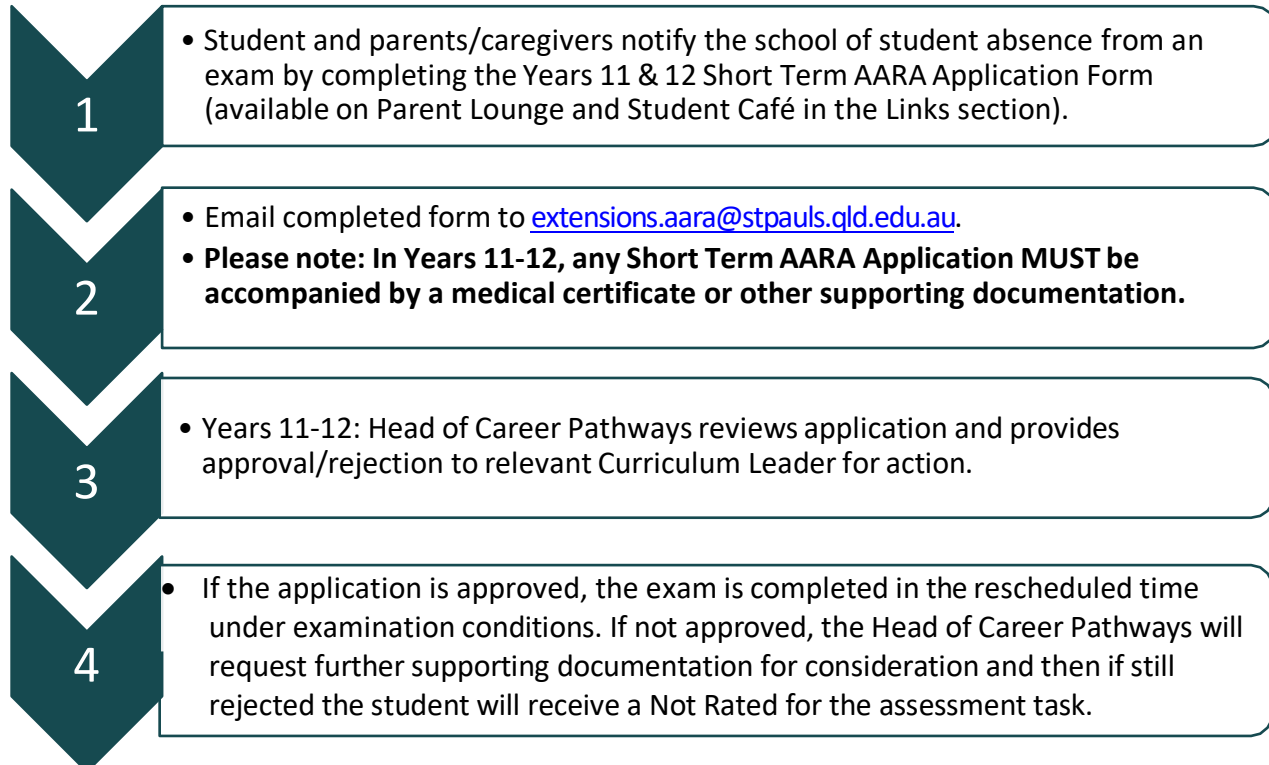
Students are expected to be present at all examinations on the day that they are scheduled.

Failure to attend an examination will be either through illness or misadventure or a school-approved absence (see Section 10.0). Where it is practical, documented evidence of the illness, misadventure or school-approved absence should be provided, e.g. letter showing selection for a representative team on the examination date. In Years 11 and 12, a medical certificate is mandatory as per QCAA requirements.

6.2 Years 7–10 procedure for missed examination



6.3 Years 11–12 procedure for missed examination



7.0 Tasks other than examinations

7.1 Expectations

Timely submission of tasks (e.g. written assignments, projects, folios, performances, multimodal presentations) is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. All tasks for all year levels and subjects must be submitted by 4.00pm on the due date. Electronic submissions via Student Café must also be submitted by 4.00pm on the due date. For predominantly non-written pieces of assessment (e.g. orals/multimodals) the due date for written support material will be the first day of presentation or unless otherwise stipulated on the assessment task sheet. For practical assessment sessions, students are expected to be present for all scheduled performances, demonstrations and other in-class assessment activities, unless otherwise approved by the School. Submission requirements for practical assessment tasks will be as stipulated on the task sheet.

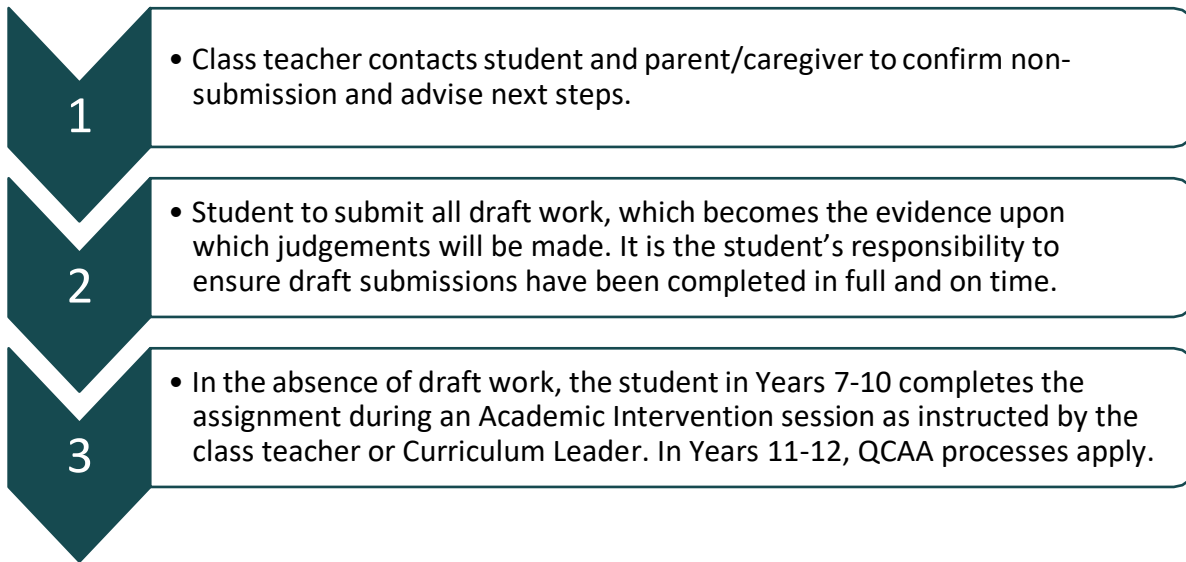
7.2 Failure to submit on the date of submission

When an assessment task is submitted late without an extension approval, the assessment task will be commented on, but the final result will be based on the work and/or draft submitted by the student during the assessment task process, up until the due date. Teachers will have in place systems and checkpoints that monitor progress of the assessment to support this.

Computer failure (e.g. drive/printer problems, access at home, One Drive syncing issues) is not an acceptable reason for late or non-submission. Documents should be saved on the student's One Drive and this should be synced frequently. A student must inform their teacher as soon as they become aware of computer issues and contact Techzone to have the issue resolved prior to submission.

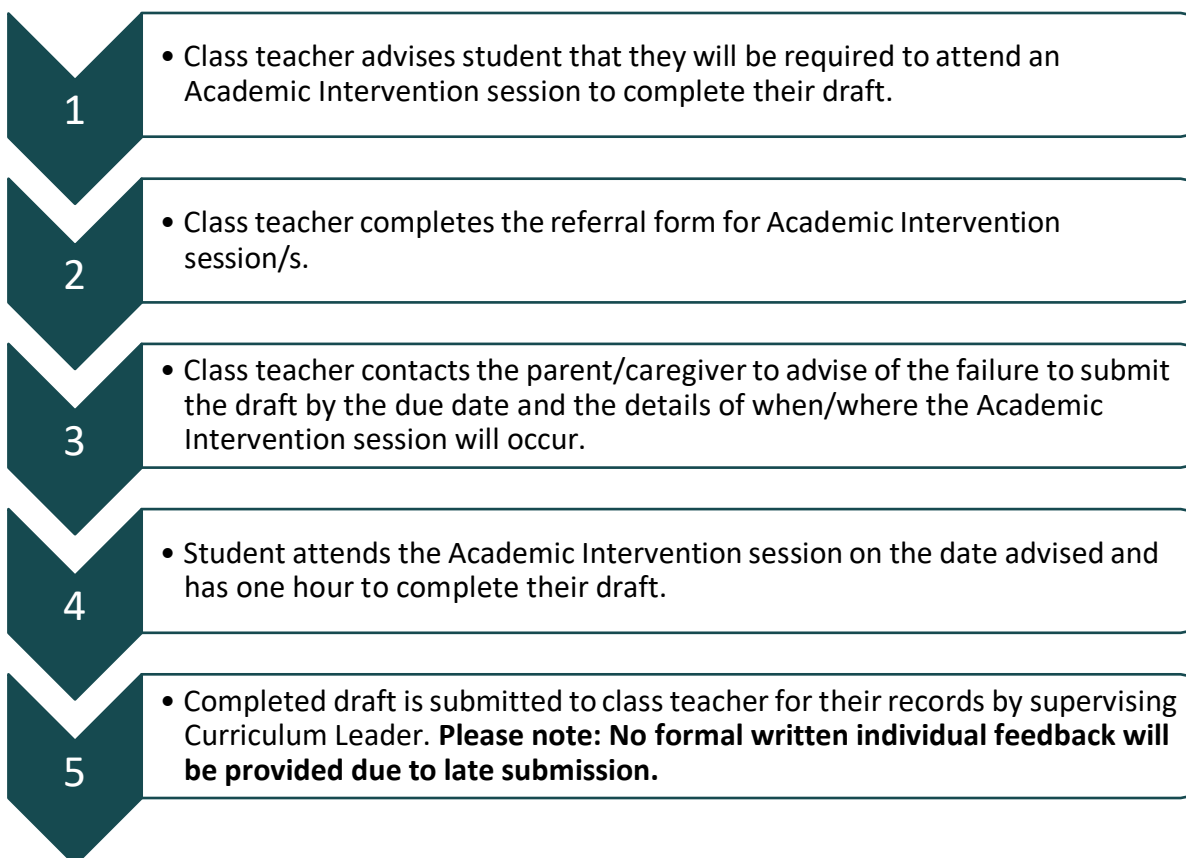
When assessment requirements have not been met, students may be required to attend an Academic Intervention. These structured, supervised sessions are designed to support academic accountability and the completion of assessment tasks. Academic Interventions may be implemented where a student fails to submit a required draft or final assessment item by the published due date, in accordance with the School's Assessment Policy. They may require students to attend supervised after-school sessions or other designated intervention times. Attendance at Academic Interventions takes precedence over extra-curricular commitments, training sessions, rehearsals, competitions and other co-curricular activities unless otherwise approved by the relevant Curriculum Leader or member of Senior Leadership. Students are expected to attend and participate fully in all scheduled Academic Interventions as part of the School's commitment to academic progress, responsibility and student support.

The following process will apply when a student fails to submit their **final** assessment task on the due date (without an approved extension):



7.3 Failure to submit a draft on the date of submission

In the case where a draft is not submitted or is significantly incomplete, the process outlined below will apply. This process has been devised to ensure that there is sufficient evidence to enable a defensible judgement aligned to the criteria to award a result for the task.



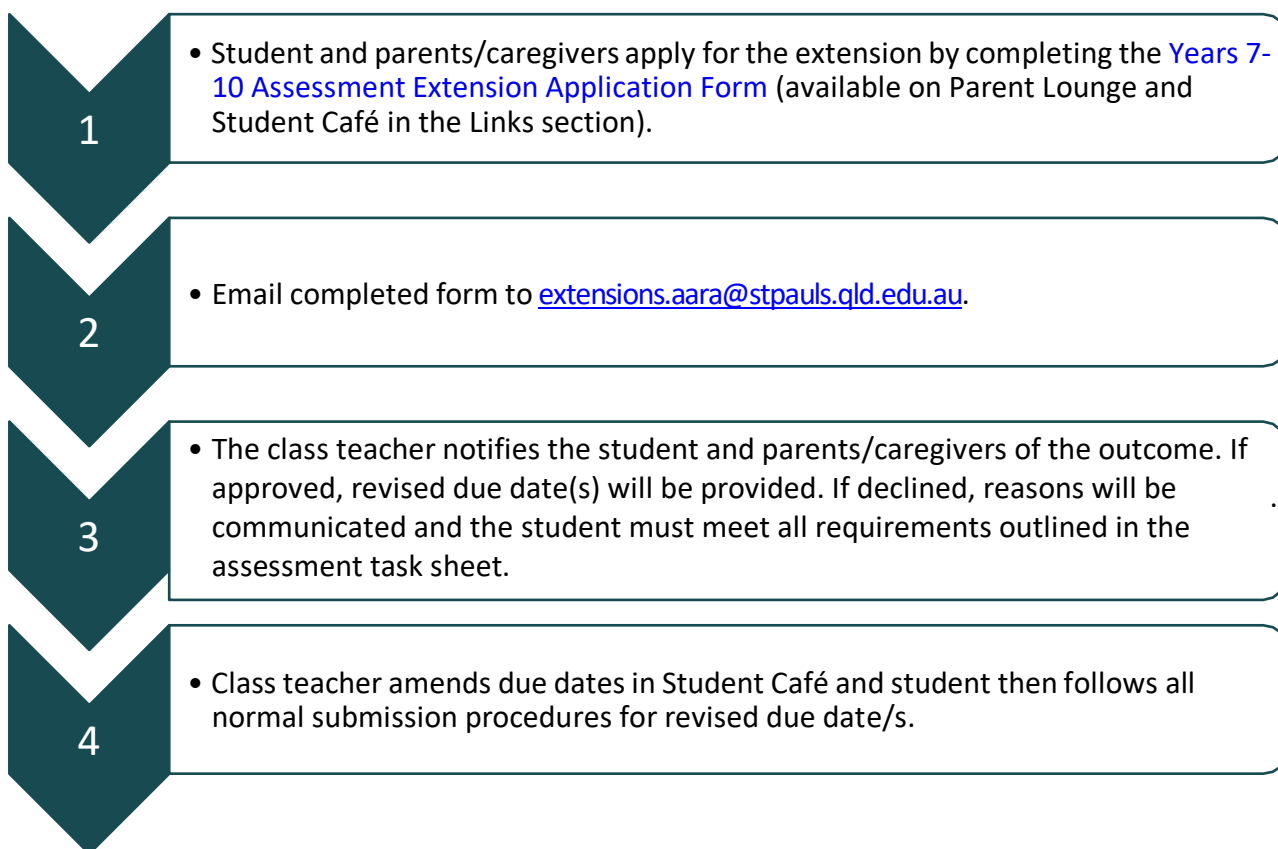
8.0 Extensions

8.1 Expectations

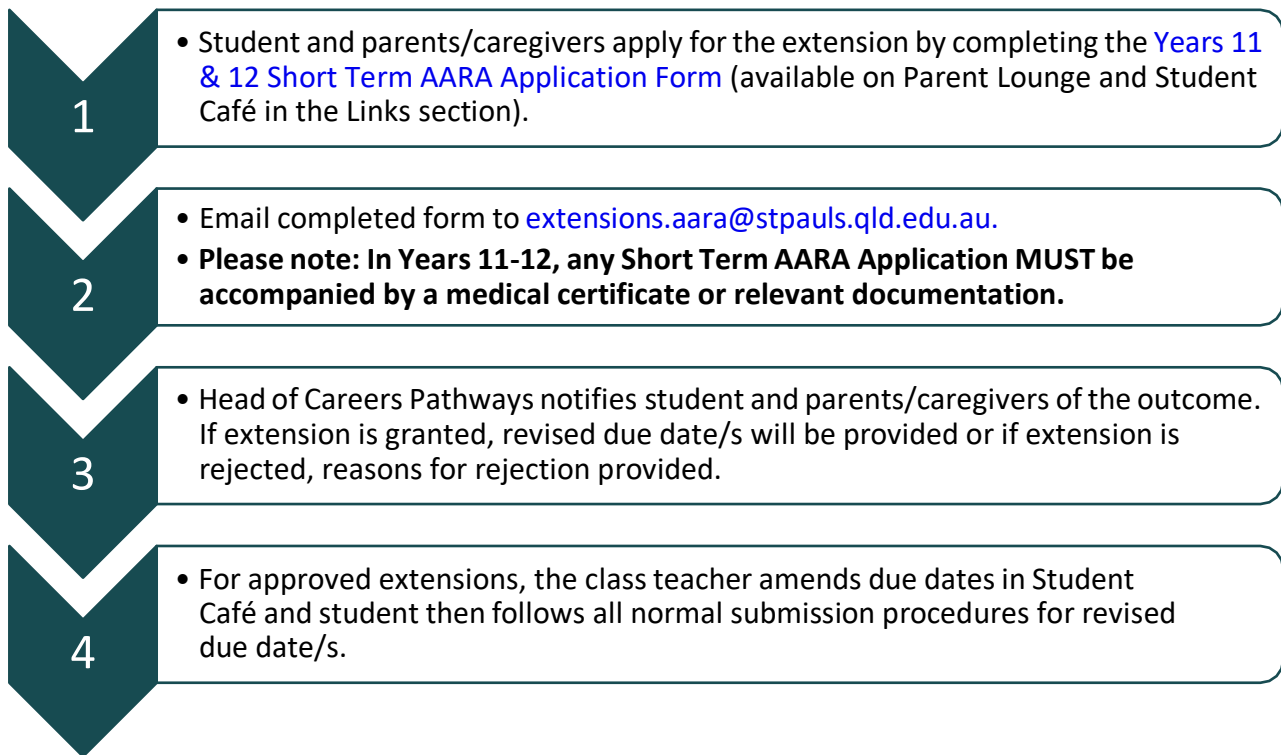
An extension of time to complete an assessment task will be granted only in cases of illness or misadventure or school-approved absence (see Section 10.0). Students and parents/caregivers who believe that they have a case for an extension of time should apply at least two days prior to the due date to discuss relevant circumstances. Emergent or unforeseen circumstances may also be considered as appropriate to the task conditions. Acceptable evidence, supported by documentation, must be presented with the extension application.

Each case will be considered on its merit, and in Years 11 and 12, in line with the requirements outlined in the [QCE and QCIA policies and procedures handbook v6.0](#) (2025). The Curriculum Leader, in consultation with the Head of Career Pathways and the Director of Teaching and Learning, are the only people authorised by the Principal to determine whether an extension of time will be permitted. The class teacher may be asked to provide a relevant comment on the appropriateness of granting the extension. The quality of drafts and engagement in classwork will be considered when granting an extension.

8.2 Years 7–10 procedure for extension application



8.3 Years 11–12 procedure for extension application



9.0 Access Arrangements and Reasonable Adjustments (AARA)

9.1 Definition

St Paul's School recognises that some students have a disability, impairment and/or medical condition/s, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students and minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

The [Disability Discrimination Act 1992 \(DDA\)](#) and the [Disability Standards for Education 2005 \(DSE\)](#) seek to eliminate, where possible, discrimination against people with disabilities.

Compliance with these documents ensures students are provided with opportunities to realise their potential through participation in education and training on the same basis as peers.

9.2 Applications for AARA

In Years 7–10, any provisions necessary are managed by our Head of Learning Support as per a student's support plan. Any extensions are then managed through the school's extension request process (see Section 8.0 Extensions). Further information can be accessed via the School's Learning Support Procedures and Guidelines.

In Years 11–12, St Paul’s School adheres to the processes outlined in the [QCE and QCIA policies and procedures handbook v6.0](#) (2025) for AARA applications.

The Principal or Principal’s delegate (Director of Teaching and Learning or Head of Career Pathways) manages all approval of AARA for students.

In Year 11 (Units 1 & 2), provisional AARA may be applied by St Paul’s School in accordance with the [QCE and QCIA policies and procedures handbook v6.0](#) (2025).

In Year 12 (Units 3 & 4), all AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#) of the [QCE and QCIA policies and procedures handbook v6.0](#) (2025) and made as far in advance as possible to meet the published QCAA timelines (N.B. all evidence used to make decisions is recorded in the student’s file by the Principal or Principal’s delegate). Additionally, in Year 12, all AARA applications are conditional until approved by QCAA.

9.3 Ineligibility

Students are **not** eligible for AARA 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/caregiver’s own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

AARA cannot be used to compensate for learning that has not occurred, or to exempt a student from the learning or knowledge and skill requirements of a subject or course.

10.0 Illness, misadventure and school-approved absences

10.1 Illness and misadventure

The [QCE and QCIA policies and procedures handbook v6.0](#) (2025) states that, ‘[s]tudents whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments (AARA).’ In order to enact AARA arrangements, illness and misadventure must meet the standards outlined below.

- **Illness** may be a temporary condition, such as influenza or gastroenteritis, or a deterioration or complication of an existing medical condition.

- **Misadventure** refers to events that are unforeseen and beyond the student's control that have an adverse effect on the student's ability to attend or participate in assessment on the same basis as other students (e.g. bereavement or a significant event such as a car accident or flooding).
- Events that are of the student's or their parents/caregivers own choosing (e.g. family holidays or sporting events) and matters that the student could have avoided (e.g. misreading an examination timetable or instructions in examinations) are not considered misadventure.

10.2 School-approved absences or activities

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, St Paul's School may approve student engagement in these experiences. In these instances, students will follow the Extension application procedures outlined in Section 8.0)

11.0 Academic Integrity

11.1 Expectations

Academic integrity requires that students, teachers and the whole school community approach assessment honestly, ethically and transparently. Staff at St Paul's School must develop, review and apply assessment policies and processes that align with QCAA requirements, support authentication of individual student work, explicitly teach academic skills (including referencing and responsible use of AI), and communicate expectations and consequences clearly to students and parents/caregivers.

Academic integrity is developed and maintained through:

- clear communication of expectations and responsibilities concerning assessment conduct
- completion of QCAA academic integrity courses by both staff and students
- explicit instruction in referencing, citation, and responsible use of AI and information sources
- assessment design that requires demonstration of individual knowledge and skills
- scaffolding and drafting support that allows student ownership of work.

11.2 Ensuring Academic Integrity

St Paul's School implements a number of strategies to ensure there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity and the ways in which student work can be authenticated.

11.2.1 Scaffolding

Scaffolding for assessment helps students understand the process for completing the task.

Scaffolding will:

- maintain the integrity of the assessment instrument so that a student's response is their own
- 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.

11.2.2 Checkpoints

Checkpoints are provided, where necessary, to monitor student progress and are detailed on the assessment task sheet. Students will show evidence of progress at the scheduled checkpoints for teacher feedback and to establish student authorship.

11.2.3 Drafting

Drafting is a key checkpoint and an important part of authentication of student work. Types of drafts and the amount of drafting required for authentication will differ depending on the subject (e.g. written draft, rehearsal of a performance piece, or a product in development) and will be determined by the conditions outlined on the assessment task sheet. Drafts and/or planning and scaffolding work might also be used as evidence of student achievement in the case of illness or misadventure (see Section 10.0), or non-submission.

Feedback on a draft is:

- a consultative process that indicates aspects of the response to be improved or further developed
- process-focused (e.g. comments on structure, alignment to criteria, evidence sufficiency)
- provided on one draft of each student's response or part thereof as indicated on the task sheet
- delivered in a manner consistent with the learning area guidelines and type of assessment
- ordinarily provided at least one week before the final due date, where practicable.

Feedback on a draft must not:

- compromise the authenticity of a student response or the integrity of the assessment
- introduce new ideas, language or research to improve the quality of the student work, provide sentence-level or specific editing to correct spelling, grammar, punctuation and/or calculations
- allocate a mark.

11.2.4 Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus and curriculum documents. The required response length will always be indicated on the assessment task sheet. To support students to adhere to response length, teaching and learning programs will embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. Other strategies would include the use of model responses, use of planning time effectively in examinations and feedback regarding length by teachers at checkpoints.

If a student's response exceeds the word, page or time length indicated on the task, the relevant learning area will determine and apply one of the following processes consistently across the learning area:

- Students may be permitted to redact their response to meet the required length before a judgement is made on the student work (for assignments). Once notified, this must occur under supervised conditions within a provided timeframe. Redactions are not permitted for examinations.
- A judgement will only be made on the student work up to the required length, excluding evidence over the prescribed limit.

11.2.5 Authenticating Student Responses

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

St Paul's School uses the authentication strategies promoted by the QCAA and the strategies used must be clearly stated on the assessment task sheet. All students are expected to submit assessment as per the authentication strategies specified on the task sheet and Declaration of Authenticity.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Procedures relating to the management of academic misconduct are outlined in Section 13.0.

12.0 Acceptable Use of Artificial Intelligence (AI)

St Paul's School recognises the increasing integration of generative AI in education and assessment contexts. AI tools and various text/image/code generation platforms provide opportunities for innovation and differentiation, but also present challenges for authentic learning and assessment practices. Our approach is governed by principles and advice articulated in the [Australian Framework for Generative Artificial Intelligence in Schools](#) and the QCAA's [Developing artificial intelligence capabilities: Guidance for schools](#).

Use of AI technologies in the development and completion of assessment must satisfy the requirements of academic integrity (see Section 11.0). Regardless of the means by which work is being created, including the use of AI technology, our School's values regarding academic integrity apply. Students' work must be their own. If an AI tool has been used, it must be properly referenced, meet the conditions of the set task and adhere to the St Paul's School Artificial Intelligence Assessment Scale (Figure 1). In cases where the use of AI has been prohibited, and unauthorised use is identified, the usual processes and penalties associated with academic misconduct will apply (see Section 13.0).

12.1 Definition

The [Australian Framework for Generative Artificial Intelligence in Schools](#) (pg. 3) defines Generative AI as any tool that, 'can generate new content such as text, images, audio, and video that resembles what humans can produce. It is effective at recognising patterns (in video, audio, text or images) and emulating them when tasked with producing something.'

12.2 Principles

These principles form the foundation for teaching, learning and assessment when using artificial intelligence at St Paul's School and are derived from the [Australian Framework for Generative Artificial Intelligence in Schools](#) six core principles (pp. 6-7).

12.2.1 Teaching and Learning

Generative AI should be acknowledged, explored and supported by teachers, where possible and appropriate, to enhance and support teaching, administration, and student learning while reinforcing teachers as the classroom experts. Teachers will support students in how the tools that may be used in teaching, learning and assessment at St Paul's School work, including their limitations and biases, and design learning and assessment tasks that specify acceptable AI use and allow fair evaluation of student ability. Students will be guided to use AI ethically, with emphasis on critical thinking, creativity and proper attribution to uphold academic integrity.

12.2.2 Human and Social Wellbeing

Generative AI for teaching, learning and assessment must be used in ways that protect the wellbeing and safety of every member of the school community and avoid causing harm. These tools should support students to explore diverse perspectives, minimise and counteract bias, and be deployed in ways that respect the community's rights, individual autonomy and dignity.

12.2.3 Transparency

St Paul's School will provide teachers, students, staff and parents/caregivers with clear, accessible guidance about generative AI and notify the school community whenever AI tools are used in ways that affect student assessment.

12.2.4 Fairness

At St Paul's School, generative AI tools are used in teaching, learning and assessment in ways that are fair and respectful. The use of AI should not disadvantage students or compromise equitable access.

12.2.5 Accountability

Teachers, Curriculum Leaders and school leaders retain control and accountability for decision-making that is supported by generative AI and must ensure final judgement is not delegated to the tools. Generative AI tools must be tested for reliability and only used in teaching, learning and assessment contexts when they demonstrably operate as intended. St Paul's School will actively monitor impacts and manage emerging risks and opportunities of AI use in teaching, learning and assessment.

12.2.6 Privacy, Security and Safety

St Paul's School staff and students will use generative AI in ways that respect student privacy and comply with Australian law to avoid collecting unnecessary student data, minimise retention, and never share or sell student information. Staff and students must take care with what is entered into AI tools and avoid submitting personal, sensitive or identifiable information unless it is essential and authorised. Staff and students must follow school cyber-security practices, including the St Paul's School IT Responsible Use Policy, to protect systems and data, and verify that any AI tool used supports copyright compliance and the School's licensing arrangements.

12.3 Considerations for ensuring privacy and accuracy in use of AI

When using generative AI tools for teaching, learning and assessment, all users must be aware of the risks to personal data, privacy and intellectual property.

As recommended by the QCAA's [Developing artificial intelligence capabilities: Guidance for schools](#), St Paul's School staff and students need to:

- be aware of the limitations that are intrinsic to generative AI. Findings may be asserted authoritatively but source information and/or the contextualisation of the information may be incorrect. Users need to verify the information's accuracy, including any references that may be provided, e.g. links to webpages
- understand that there are ethical concerns over the way in which generative AI systems have been created. These include concerns about harmful biases and breaches of copyright
- be careful when entering any information into a generative AI tool as this may be used in ways that compromise data privacy expectations as set out in St Paul's School policies.
- understand the terms and conditions that govern the use of generative AI services, including age restrictions
- use AI tools in agreement with school assessment and academic integrity policies and procedures.

12.4 SPS Artificial Intelligence Assessment Scale

St Paul's School teachers will develop assessment that is valid, accessible and reliable to align with QCAA assessment policy. A valid, accessible and reliable task that integrates use of generative AI at St Paul's School will use the Artificial Intelligence Assessment Scale outlined in Figure 1 (see next page). This scale, for implementation at St Paul's School, has been adapted using the AI Assessment Scale (AIAS).

Any elements of the SPS AI Assessment Scale relevant to an assessment task will be clearly indicated on the associated assessment task sheet.

Figure 1: SPS AI Assessment Scale

<p>No AI</p>	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding and skills.</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge independently.</p>
<p>AI Planning</p>	<p>AI may be used to brainstorm ideas, create outlines, locate sources, conduct initial research and/or create supplementary materials to support task-defined planning, idea development and/or presentation modes.</p> <p>You may use AI to help you organise and shape your thinking or how you present your ideas, while your final work demonstrates how you have developed and refined these ideas independently. Your final submission <u>must</u> be written in your own words and demonstrate your individual understanding and communication of ideas.</p> <p><i>N.B. Any use of AI must be referenced in the final submission.</i></p>
<p>AI Collaboration</p>	<p>AI is used creatively to support idea generation, drafting, feedback, and refinement, but students must provide evidence of their critical evaluation or modification of AI-generated content to demonstrate understanding and originality.</p> <p>You may use AI to assist with specific tasks identified by the teacher or outlined on the task sheet. You must also critically evaluate and modify any AI-generated content you use as identified by the teacher or outlined on the task sheet.</p> <p><i>N.B. Any use of AI must be referenced in the final submission.</i></p>
<p>AI Co-Driven</p>	<p>AI is used to complete any/all elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level will require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p> <p><i>N.B. Any use of AI must be referenced in the final submission.</i></p>

Adapted from: Reimagining the Artificial Intelligence Assessment Scale: A refined framework for educational assessment. (2025). Journal of University Teaching and Learning Practice. <https://doi.org/10.53761/rrm4y757>

13.0 Academic Misconduct

St Paul's School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

13.1 Types of Misconduct

The following types of misconduct are taken directly from the definitions provided in the [QCE and QCIA policies and procedures handbook v6.0](#) (2025).

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none">• begins to write during perusal time or continues to write after the instruction to stop writing is given• uses unauthorised equipment, materials or AI• has any notation written on their 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: <ul style="list-style-type: none">• 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 provides an assessment response to another student, or submits a response provided by another student.
Contract cheating	A student: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> 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.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	<p>A student arranges for another person or technology (including generative AI) to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>
Misconduct during a supervised assessment	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>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).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>
Self-plagiarism	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>
Significant contribution of help	<p>A student or other person arranges for, or allows, a tutor, parent/caregiver or any person in a supporting role to complete or contribute significantly to the response.</p>

13.2 Procedures for Identified Misconduct

For all instances of academic misconduct, results will be awarded using only 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 or assessment task sheet, on or before the due date.

13.2.1 Authorship Issues

Students are responsible for ensuring their submitted work is authentic; however, if a teacher, through professional judgement, identifies that a student's draft submission may be in breach of the principles of academic integrity, they must:

- draw the student's attention to the risks associated with submitting the piece of assessment as final and inform the Curriculum Leader
- contact the parents/caregivers prior to final submission to alert them of the potential for academic misconduct.

Once the final piece of assessment has been submitted, it cannot be retracted. It is mandatory that the teacher notify the Curriculum Leader of the breach.

Where authorship of the student's final submission cannot be established, or a response is considered not entirely a student's own work, the student will be provided an opportunity to demonstrate that the submitted response is their own work in a scheduled meeting with the relevant teacher and/or Curriculum Leader.

In this meeting, it is the student's responsibility to be able to authenticate their own work. This means being able to provide evidence to substantiate the origin of assessment responses. This must include:

- evidence of the production process including data collection, research notes, planning, drafting, and editing
- accurate referencing, including clear identification of where assistance has been utilised, including human and technological support (e.g., teachers, tutors, assistive language, sound, or image creation technologies)
- engaging in an academic authentication interview about the content and production process of the assessment task response.

Further evidence may include:

- use of plagiarism detection tools
- teacher documentation of task response checkpoints.

If authorship cannot be established after meeting with the Curriculum Leader, the following will apply:

In Years 7 – 10:

- only verifiable evidence will be used to award a result; the work used to derive a result will be clearly indicated on the task or the student may resit/resubmit modified assessment

- if no part of the assessment can be verified, the student will attend an Academic Intervention session to provide evidence in order to award a result
- the student and parents/caregivers will be informed of the academic misconduct and the implications of such misconduct when the student enters the senior phase of schooling.

In Years 11 – 12:

- only verifiable evidence will be used to award a result; the work used to derive a result will be clearly indicated on the task
- if no part of the assessment can be verified, the student will be awarded a Not Rated (NR) as per QCAA requirements
- the student and parents/caregivers will be notified of the NR result and the attendant implications for the student's ability to attain a Queensland Certificate of Education (QCE) and/or Australian Tertiary Admission Rank (ATAR).

13.2.2 Academic Misconduct during Examinations

If a student is suspected of academic misconduct during an examination, the work completed should be removed immediately and annotated with time and details. A new paper should be issued so the student can complete the remainder of the paper with integrity.

Students disruptive during an examination will be redirected, warned and, if persistent despite redirection and warning, removed from the examination. Removal from an examination will result in the Curriculum Leader contacting the parent/caregiver and the student will be awarded a Not Rated (NR). Where required, further follow up aligned with the St Paul's School Behaviour Management Policy will be undertaken.

14.0 Additional protocols for International Students

The protocols outlined below are devised to assist international students with additional support where possible. All other procedures outlined in the SPS Assessment and Academic Integrity Policy also apply to international students.

14.1 International Student Monitoring

To be read in accordance with the [ESOS Act 2000](#).

Student visas for overseas students are granted subject to a number of conditions. One of the major conditions is Condition 8202, which is 'Satisfaction of Attendance/Academic Requirements.'

For further information: contact the Registrar – International School.

14.2 Procedure for access to assessment tasks

Different protocols are required in Years 7 – 10 compared to Years 11 – 12 where QCAA policies must be followed.

14.2.1 Years 7–10

Unless knowledge of the English language is actually being assessed, the task must be made accessible by adopting the following approach:

- Student analyses the task sheet with teacher assistance and prepares for the task by
 - highlighting key words
 - checking meaning of key words
 - listing processes in order
 - stating/rewriting in own words what is required
 - checking with teacher if perception of requirements is correct
 - planning task using appropriate strategy (e.g. Retrieval Chart, Word Map) and checking plan with class teacher.

Note that subject teacher scaffolding could be an alternative approach. If the student still cannot understand task requirements as given in lesson, they should discuss problems with their ELD teacher. The task may be reworded in simpler language. NB: ELD teacher may need to liaise with class/subject teacher.

14.2.2 Years 11–12

Students in Years 11 and 12 must follow the assessment conditions outlined in each subject syllabus for which they are enrolled. Note: In accordance with the [QCE and QCIA policies and procedures handbook v6.0](#) (2025), ESL students are not eligible for additional support or time to complete assessment.

14.3 Examination provisions

Different protocols are required in Years 7–10 compared to Years 11–12 where QCAA policies must be followed.

14.3.1 Years 7–10

For all subject examinations (except English) students are permitted:

- a paper dictionary
- a paper bilingual dictionary but NOT an electronic translator
- extra time (5 minutes per half hour).

For English examinations, as it is a language-specific exam, students are NOT permitted:

- a paper dictionary
- a paper bilingual dictionary or an electronic translator

In English examinations, students may still access extra time (5 minutes per half hour).

14.3.2 Years 11–12

Students in Years 11 and 12 must follow the examination conditions outlined in each subject syllabus for which they are enrolled. Note: In accordance with the [QCE and QCIA policies and procedures handbook v6.0](#) (2025), ESL students are not eligible for additional support such as using dictionaries in examinations or being allowed additional time to complete examinations.

15.0 Policy Tailoring and Review

15.1 Policy Review and Quality Assurance

Provisions within this document are reviewed annually, or as directed by changes in QCAA guidelines or national/state requirements and in response to consultation with Curriculum Leaders. Procedures, roles and responsibilities outlined herein are monitored for effectiveness through internal audits, moderation processes, and routine evaluation of feedback from students and staff. The impact and appropriateness of access arrangements, academic integrity measures, and AI use are specifically monitored to ensure policy fitness-for-purpose.

15.2 References

While a separate references list is not included per policy format, this document integrates policy and best practices from:

- QCAA – [Understanding K-12 Assessment](#) (2025)
- QCAA – [QCE and QCIA policies and procedures handbook v6.0](#) (2025)
- QCAA – [Developing artificial intelligence capabilities: Guidance for schools](#) (2024)
- Australian Government: Department of Education – [Australian Framework for Generative Artificial Intelligence in Schools](#) (2023)
- This policy has been written with the support of generative AI tools.

15.0 Related policies

- St Paul’s School Behaviour Management Framework
- St Paul’s School IT Responsible Use Policy
- Student Code of Conduct Parent Handbook
- Learning Support Procedure and Guidelines
- International Student Policy Handbook