



# ASSESSMENT POLICY

College Statement	<p><i>Brigidine College Indooroopilly is a Kildare Ministries Independent Catholic Girls Secondary College for students from Year 7 to Year 12. The College is committed to the Brigidine vision of transformation of society through faith and education. It has a proven record of providing quality and affordable education for the empowerment of young women. The College strives, in the spirit of Brigid, to build a true community of students, parents and teachers, reflecting gospel values. The College motto, Fortiter et Suaviter (Strength and Gentleness) is lived daily in all interactions. There is emphasis on the individual and the common good in all aspects of College life.</i></p>		
Date Approved	March 2021	Policy Owner	Brendan Cahill
Next Review Due	March 2024	Author	Melissa Dever
Scope	<p>This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE).</p>		
References	<p>Related Documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">QCE and QCIA policy and procedures handbook v1.1</a></li> <li>• <a href="#">Disability Discrimination Act 1992</a></li> <li>• <a href="#">Disability Standards for Education 2005</a></li> <li>• <a href="#">Access &amp; Diverse Learning Policy</a></li> <li>• <a href="#">Behaviour Management Policy - Students</a></li> <li>• <a href="#">Educational Excursions Policy and Procedures</a></li> <li>• <a href="#">Teaching and Learning Policy</a></li> </ul>		
Contact	office@brigidine.qld.edu.au		

## 1. Purpose

Brigidine College is committed to an educational philosophy that encourages all students to challenge themselves to personal excellence. The Brigidine College Assessment Policy has been devised in accordance with the College's ethos and mission and 'we commit ourselves to the education and empowerment of young women within the framework and challenge of Catholic philosophy.'

The framework for the policy is developed from the [QCE and QCIA policy and procedures handbook](#) and applies to Year 7 – 10 subjects and Year 11 - 12 Applied, Applied (Essential), General, and General (Extension) subjects across all departments.

An assessment policy must provide a framework which ensures justice and equity for all students. Assessment incorporates all measures used by the College to determine student performance. Assessment policy and procedures employed by the College are in accordance with the policies and requirements set down by the relevant peak educational legislative body the Queensland Curriculum & Assessment Authority.

At all times, decisions related to assessment matters will be based on the professional discretion of the class teachers and the relevant Curriculum Leader, while always ensuring compliance with the principles of assessment of Brigidine College and the Queensland Curriculum & Assessment Authority.

## 2. Principles

Brigidine College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment is an integral part of the teaching and learning program, across all year levels. Assessment tasks should be relevant and authentic to a student's learning. Assessment at all year levels is based on evidence to support criteria and is aligned with relevant national and state assessment standards.

Assessment includes any examination, project, 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 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.

Assessment information is communicated to the College community by means of Parent Evenings, Year Level Meetings and College communications including SEQTA and the College App. This includes:

- assessment requirements – SEQTA Learn (students) and SEQTA Engage (parents)
- student results - SEQTA Learn (students) and SEQTA Engage (parents) –
  - continuously (after each assessment item)
    - results for IA results in Year 11 & 12 are provisional until they have been confirmed by QCAA
  - at the end of each semester by the College Reports.

Access Arrangements and Reasonable Adjustments are given to students for documented disability, illness, and/or other circumstances, to ensure that the principles of justice and equity apply. This is carried out in accordance with Queensland Curriculum & Assessment Authority policy and procedures.

Curriculum Middle Leaders are responsible for monitoring and reviewing all assessment items for their departments. The writing and creating of assessment items are expected to be done collaboratively with staff in each department.

Curriculum and Program Middle Leaders will manage the assessment program across each year level within each department.

All assessment items must be completed to a level that is deemed to be satisfactory by the subject teacher and the respective Curriculum Leader. Any response deemed unsatisfactory must be re-done, within a given timeline.

Students will be required to finalise incomplete assessment items in their own time at the College e.g. after school, during examination blocks or on pupil free days. Parents will be notified accordingly.

# ASSESSMENT POLICY



## Revision History

Document Number	Date	Revision Description	Board Approval
Version 1		Original Version	
Version 2	2014	Updated	February 2016
Version 3	March 2021		

Note: Printed copies are uncontrolled

**END OF POLICY**