

Assessment Policy



BUNDAMBA STATE SECONDARY COLLEGE
PRIDE » RESPECT » RESPONSIBILITY » EMPOWERMENT

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Rationale

The Assessment Policy outlines the expectations and responsibilities of the College, students, and parents/carers during the Teaching, Learning and Assessing Cycle.

Assessment procedures referred to in the Bundamba State Secondary College Assessment Policy are designed to meet the accountabilities set by:

- The **Australian Curriculum Assessment and Reporting Authority (ACARA)**, which is the statutory body responsible for curriculum from Foundation to Year 10.
- The **Queensland Curriculum and Assessment Authority (QCAA)**, which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA. Specifically, sections of the QCE and QCIA handbook (V.3) are referenced throughout.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity (QCAA, Section 8.1, 2022).

Scaffolding (Section 8.2.3)

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

Teachers will gradually release support and responsibility to students over a unit of work in order to develop student's knowledge and skills so that they may complete a task independently.

The scaffolding that is provided to students will differ across subject areas and assessment techniques. Scaffolding provided will be similar across classes, overseen by the Curriculum Head of Department.

Scaffolding techniques used in the Teaching, Learning and Assessing Cycle may include:

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

Scaffolding for assessment should maintain integrity of the assessment instrument so that students are not led to a predetermined response.

In Years 11 and 12 scaffolding provided should focus on processes or presentation of the response, and not focus on the task description.

Scaffolding techniques used in the Teaching, Learning and Assessing Cycle in Year 12 in Unit 3 and 4 may include:

- 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 for students about the requirements for their response.

Referencing

- Some assessment items require students to reference materials used in their assessment instruments to ensure authenticity.
- The type of referencing style students are required to use will be noted on the task sheet.
- The school uses but is not limited to **American Psychological Association (APA) Referencing**.

Feedback (Section 8.2.4)

There are two types of feedback provided to students about their strengths and areas for improvement. Formative feedback is provided to students during teaching and learning and summative feedback is provided on assessment items. Both types of feedback encourage self-reflection and allow for evaluation of learning against criteria; be that the Success Criteria of a lesson, or the elements of a marking criteria or Instrument Specific Marking Guide (ISMG).

Teachers will ensure that feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the Success Criteria, marking criteria or ISMG
- clear
- timely
- supportive

Drafting (Section 8.2.5)

A draft is a preliminary version of a student's response to an assessment. A draft can be used both to provide focused feedback on a response and to authenticate student work.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work. It varies depending on the nature of the task and may include suggestions such as:

- consider other aspects of the text, report, performance or activity.
- develop the response to show more awareness of the intended audience or purpose.
- rearrange the sequence and structure of the response to prioritise the most important points.
- investigate further to expand the response.
- synthesise the response by editing or removing excess information.
- adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- adhere more closely to the referencing style required by the task.
- in Years 7-10 only, feedback may also indicate some textual errors.

The **format and mode** of a draft varies across subject areas and assessment techniques. The format and mode of the draft will be noted on the assessment task sheet. Additional checkpoints in the lead up to a draft may also be noted.

Feedback on a draft response can be **provided in a variety of ways**: in writing or orally; to an individual or whole class; and/or through questioning. The Curriculum Head of Department for each faculty will ensure that the type of feedback provided is **consistent** across classes.

Feedback will be aligned with the elements of the assessment task marking criteria or Instrument Specific Marking Guide (ISMG) and encourage improvement through key questioning.

Students in **Years 7-9** can submit a **maximum of two drafts** per assessment task.

Students in **Years 10-12** can submit a **maximum of one draft** per assessment task.

Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.

Response Length (Section 8.2.6)

In **Years 11 and 12** each syllabus indicates the required length of a student response for an assessment instrument. Each assessment task sheet outlines a response length. In **Years 7-10** the length of a student response is suggested by QCAA and is noted on the assessment task sheet.

The length requirements are expressed as a word length, duration of time or page count and vary according to the technique and response type.

Both the student and the teacher have responsibilities to monitor the response length for an assessment instrument.

Student responsibilities to manage response length include:

- develop responses that meet the word length outlined on the assessment task sheet
- document the length of the response using a word count, time indicator or page count
- respond to draft feedback about the length of their response
- include only the inclusions noted in the below table in their word or page count:

	Word Count	Page Count
Inclusions	<ul style="list-style-type: none">- all words in the text of the response- title, headings and subheadings- tables, figures, maps and diagrams containing information- quotations- footnotes and endnotes	<ul style="list-style-type: none">- all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none">- title pages- contents pages- abstract- raw or processed data in tables, figures and diagrams- bibliography- reference list- appendixes- page numbers- in-text citations	<ul style="list-style-type: none">- title pages- contents pages- abstract- bibliography- reference list- appendixes

Teacher responsibilities to manage response lengths include:

- develop valid assessment instruments of suitable scope and scale
- ensure each assessment task sheet outlines a response length
- provide examples of assessment responses within the required response lengths
- provide feedback to students about how to develop ideas or synthesise information to meet the required response length during the drafting phase
- mark the student's response using information up to the response length outlined on the assessment task sheet
- annotate the student response to indicate the evidence used when marking the student's work.

For responses that exceed the response length strategies include:

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

The Curriculum Head of Department for each faculty will ensure that the appropriate strategy is enacted to manage response length and that it is **consistent** across classes.

Authentication of Assessment (Section 8.2.8)

Teacher responsibilities to establish authorship may include:

- set an assessment task that requires a unique student response
- monitor the development of assessment during class time provided
- collect evidence of student work at reasonable checkpoints including outlines, plans or drafts.

Student responsibilities to establish authorship may include:

- completing responses during the designated class time
- submit a draft or final through plagiarism-detection software

- participate in an interview after the submission of a final response

To establish authorship of student responses, teachers may:

- directly compare the responses of students
- analyse assessment tasks using plagiarism-detection software
- interview students to determine their understanding of and familiarity with their responses.

Academic Misconduct (Section 8.1.2)

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of misconduct and examples are listed below.

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> • Writing during perusal time or writing after instruction to stop writing is given • Using unauthorised equipment and materials • Having any notation on their body, clothing or object brought into an assessment room • Communication with any person other than the supervisor during the examination
Collusion	<ul style="list-style-type: none"> • Working collectively but submitting the work as an individual response • Assisting another student to commit an act of academic misconduct • Giving or receiving a response to an assessment
Contract cheating	<ul style="list-style-type: none"> • Paying for a person or service to complete an assessment • Selling or trading a response to an assessment
Copying work	<ul style="list-style-type: none"> • Deliberately or knowingly making it possible for another student to copy responses • Looking or copying another student's work during a supervised assessment
Disclosing or receiving information	<ul style="list-style-type: none"> • Giving or accessing unauthorised information before a response to assessment is completed
Fabricating	<ul style="list-style-type: none"> • Inventing or exaggerating data • Listing incorrect or fake references
Impersonation	<ul style="list-style-type: none"> • Impersonation during a performance or supervised assessment
Plagiarism	<ul style="list-style-type: none"> • A student copies or alters another person's work without referencing it • Duplicating work that you have already submitted for another piece of assessment
Significant contribution of help	<ul style="list-style-type: none"> • A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Consequences for students who have engaged in academic misconduct may include:

- receiving a result based on authenticated work only, whereby the classroom teacher will clearly annotate what work is the student's own
- if no work can be authenticated as the students own work, it will be treated as a non-submission
- completing an alternate task under supervised conditions at a lunch break or outside school hours detention
- **behaviour consequence** such as a lunch time detention or outside school hours detention for **minor to moderate** breaches of academic integrity to be issued by the Curriculum Head of Department.
- **behaviour consequence** such as suspension or exclusion for **major** breaches of academic integrity to be issued by 11 or 12 HOY in consultation with the Curriculum Head of Department.

Assessment Submission

Draft assessment must be submitted at the **end** of the timetabled lesson on the due date. **Final assessment** may be submitted at the **beginning** or the **end** of the timetabled lesson on the due date. If the expectation is to submit at the beginning of the lesson it must be clearly outlined on the task sheet. Evidence must be submitted for the final assessment by the end of the lesson for all students. In year 11 and 12, the school assessment policy will allow students to re-submit their final on or before the due date as outlined in the QCE and QCIA handbook.

Disciplinary Absence

Disciplinary absences such as suspension do not excuse non-submission of assessment; suspension is not grounds for extension. All students on disciplinary absence should arrange to complete and/or submit assessment with their Head of Year.

VET Expectations

Students are expected to continue to meet their obligations around SATs and other training. This means that students **must** continue to attend their SAT or TAFE course unless the assessment meets the following criteria;

1. Examination
2. Curriculum based assessment requiring students to attend one-off camps or excursions relevant to the assessment piece.

Students **must** attend school in these instances and notify TAFE or their employer of intended absence. In regards to assignment submission, students are expected to hand in assignments **prior to the due date** if it falls on the day of absence due to vocational training.

Comparable Assessment

When a Year 11 or Year 12 student is granted an extension through the process of an AARA application a comparable assessment must be used. Using a comparable assessment will ensure the integrity of the assessment instrument. A comparable assessment will allow the student to use the same knowledge and skills required as the original assessment piece and is designed to gather evidence of student learning using the assessment objectives, ISMG and topics of the syllabus. Examples of variations made include changes to the stimulus material, text within items, numerical values within items or parameters within short response items.

Year 7 Adjustments

Classroom teachers will work with the Head of Department to coach Year 7 students through the process of assessment submission. The Head of Year will provide additional support to students to learn their responsibilities through contact at Year Level Assemblies and BCC lessons. Leniency in regards to extension for a draft or final assessment piece will be negotiated on a case-by-case basis in **Semester 1 only**.

Presentations

Students may be required to give a presentation as an assessment technique. The method of delivery will be **noted on the task sheet** and may include a live-presentation or pre-recorded presentation.

Practical Components

Some assessment techniques may require students to complete a practical component. If a student requires an extension where a practical component is required to be completed, the Curriculum Head of Department will make appropriate adjustments.

Group Submission

When one student is absent on the day of a group submission, the Classroom Teacher will exercise professional judgment to continue with the assessment submission for all other students if the integrity of assessment is not compromised. If the integrity of the assessment would be compromised, the Classroom Teacher will consult the Curriculum Head of Department to reschedule the assessment for **all** group members.

Assessment Extension in Years 7-9

The requirements for an extension are outlined on the *Extension Request Form* (Years 7-9).

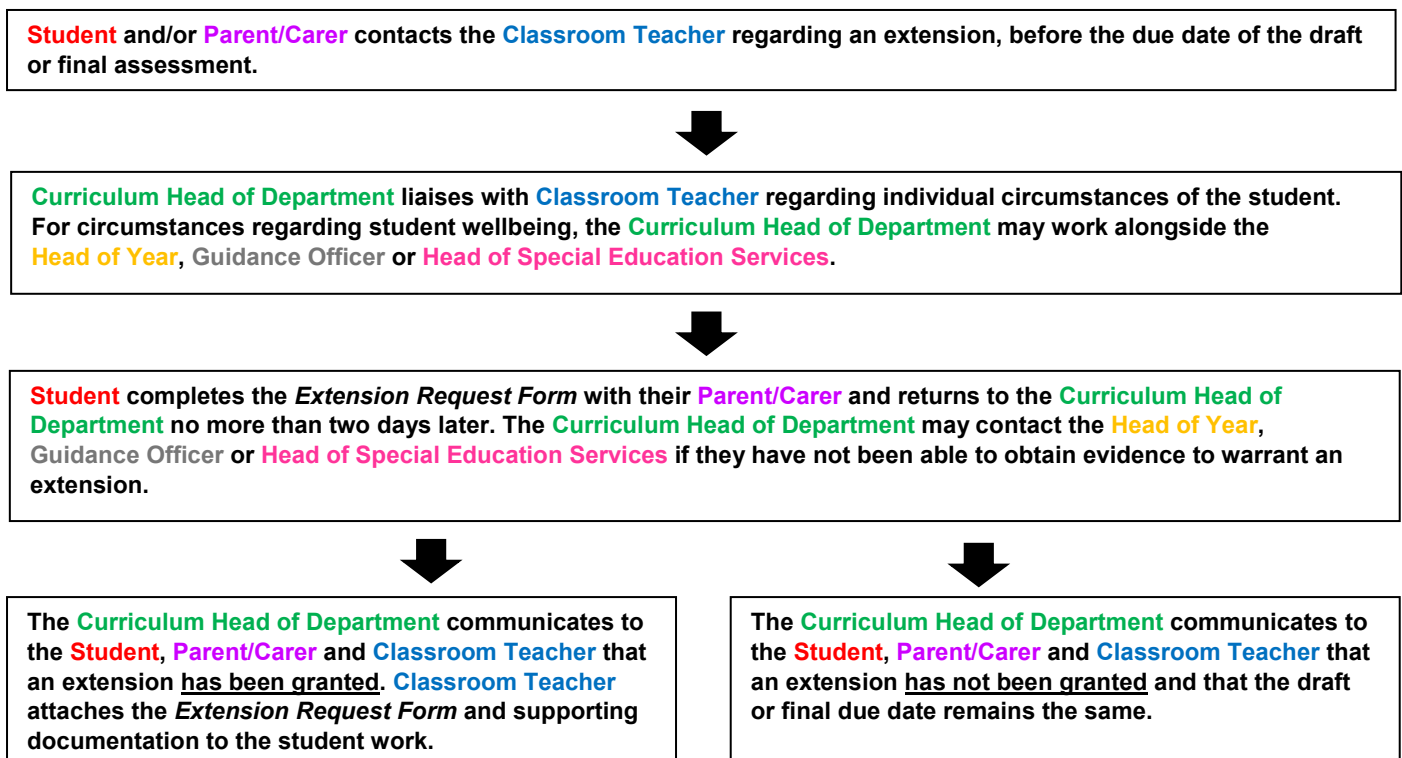
The *Extension Request Form* (Years 7-9) **must be attached to the student work** if an extension is granted by the Curriculum Head of Department.

All applications for an extension will be considered on an individual basis after consultation with the student, classroom teacher, parent/carer and/or College staff.

Failure to submit assessment on the revised due date will result in judgements being made on work received before the revised due date.

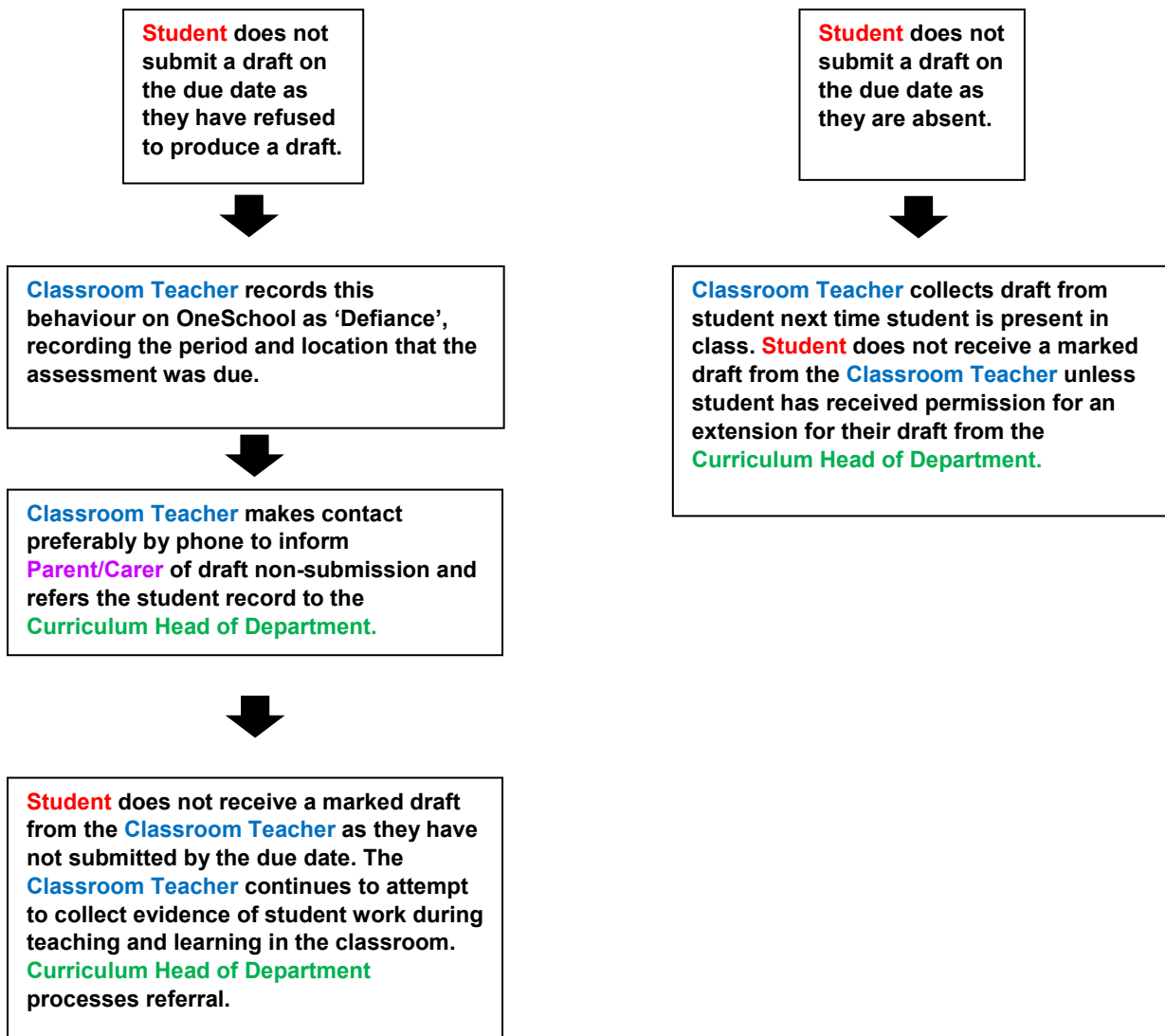
Assessment Extension Flow Chart (Years 7-9)

The roles and responsibilities of the student, parent/carer and College staff when applying for an extension before the due date are outlined below:



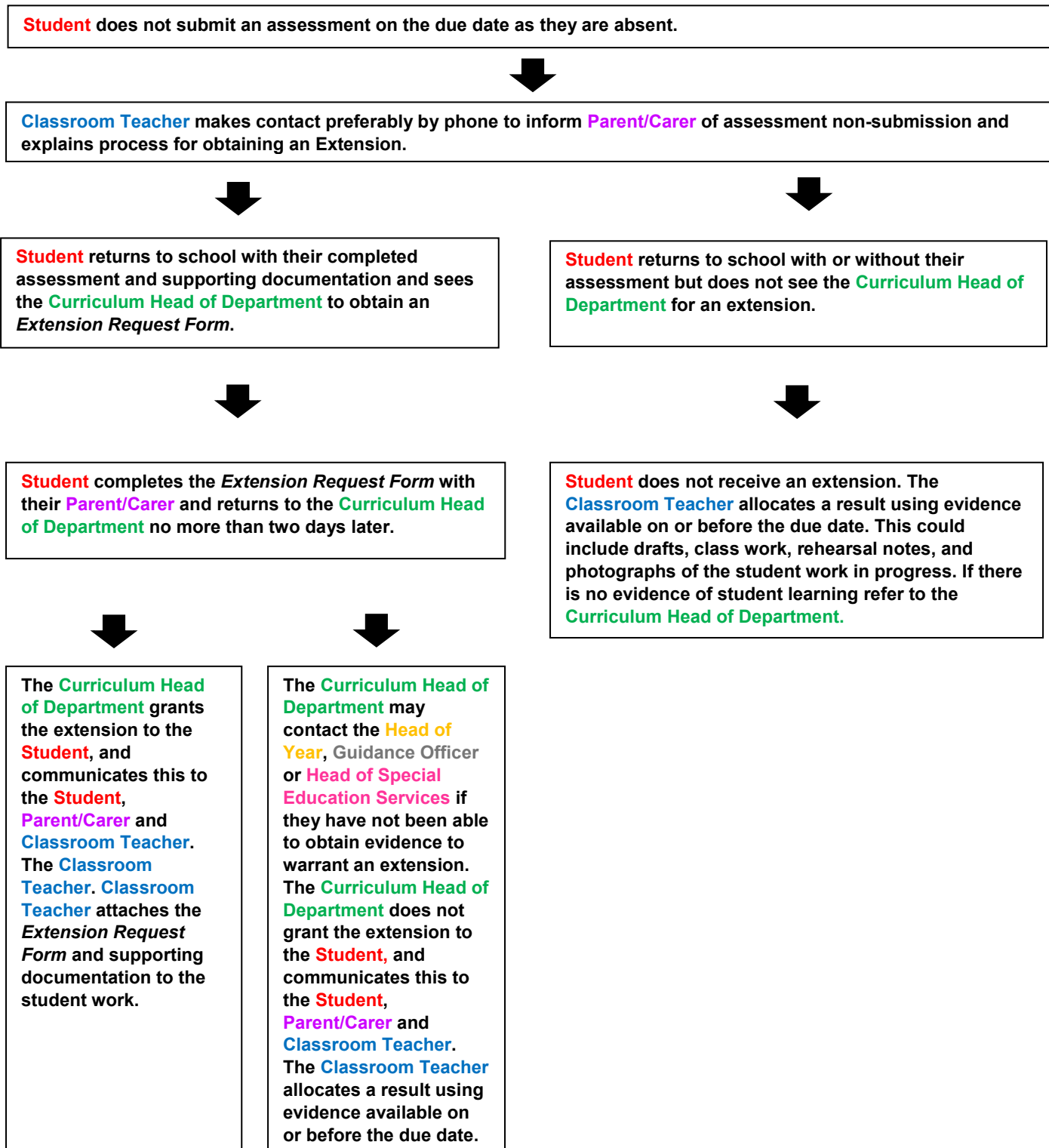
Draft Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and College staff when a student does not submit an assessment draft are outlined below:



Assignment Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and College staff when a student does not submit an assessment final are outlined below:



Examination Non-Submission Flowchart (Years 7-9)

The roles and responsibilities of the student, parent/carer and College staff when a student does not attend an examination are outlined below:

Student is absent on the date of a scheduled examination.



Classroom Teacher makes contact preferably by phone to inform **Parent/Carer** of assessment non-submission.



Student returns to school within a reasonable timeframe and completes exam. **Classroom Teacher** liaises with **Curriculum Head of Department** as to an appropriate timeline to have exam completed by.

Student does not return to school within a reasonable timeframe (determined by **Curriculum Head of Department**), therefore the **Classroom Teacher** allocates a result using evidence available on or before the due date.

When a **Student** is present for an examination, but refuses to sit the examination, the **Classroom Teacher** will record this behaviour on OneSchool as 'Defiance', recording the period and location that the examination took place, and referring the behaviour to the **Curriculum Head of Department**. The **Curriculum Head of Department** may arrange for the **Student** to sit the examination at an alternate time, which may occur during lunch time/s or an Outside School Hours Detention.

Access Arrangements and Reasonable Adjustments (AARA) (Section 6)

What is AARA?

Access Arrangements and Reasonable Adjustments (AARA) minimise barriers to demonstrate learning, knowledge and skill for students who have disability, impairment and/or medical conditions, or those who experience misadventure.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Access Arrangements and Reasonable Adjustments available include:

Inclusive Strategy	AARA	Adjustment				
Timing	Extension	New Draft Due Date: / /			New Final Due Date: / /	
	Extra Time	Additional working time of five minutes per half hour of examination assessment time.				
	Rest Breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.				
Environment	Bite-sized Food	Student may take a sufficient quantity of bite-sized food in a clear container into the assessment room.				
	Drink	Student has access to a drink other than water for a medical reason – in a clear, unlabelled bottle.				
	Medication	Prescribed medication may be taken into the assessment room in a clear container.				
	Physical Equipment	Furniture (specialised desk or chair) or equipment (cushion, heat pack, or towel) needed for medical reasons. <i>Specify other:</i>				
	Varied Seating	Single student supervision	Small group supervision	Seated at the back, front or side of the assessment room		
Presentation	Alternative format papers	Braille	Electronic format	A4 to A3 enlargement	Large print papers	Black and white materials
	Vision Aids	Coloured transparency overlay	Different lighting		Other vision aids	
	Assistance	Teacher Aide assistance with manipulation of equipment and other practical tasks		Supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue undertaking the assessment task		
	Assistive Technology	Amplification system / Speech-to-text application	Magnification application		Desktop computer or laptop computer with an approved software application	
	Individual Instruction	A clean, unannotated copy of the written instructions.				
Response	Reader	A reader who reads the assessment or student's response aloud as often as the student requests.				
	Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.				

Eligibility for AARA (Section 6.2)

AARA are provided 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.

These barriers fall into three categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure

Broad application categories are used for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

Illness and Misadventure AARA (Section 6.5)

Students may also be eligible for an AARA where **illness and misadventure** (i.e. unforeseen circumstances) or other situations prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

The following principles apply for illness and misadventure applications:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- The College will implement a principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Illness and misadventure: external assessment (Section 6.5.2)

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the Deputy Principal – Senior School.

The submission for an AARA under illness and misadventure may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Supporting Documentation for AARA (Section 6.5.4)

Supporting Documentation for AARA includes:

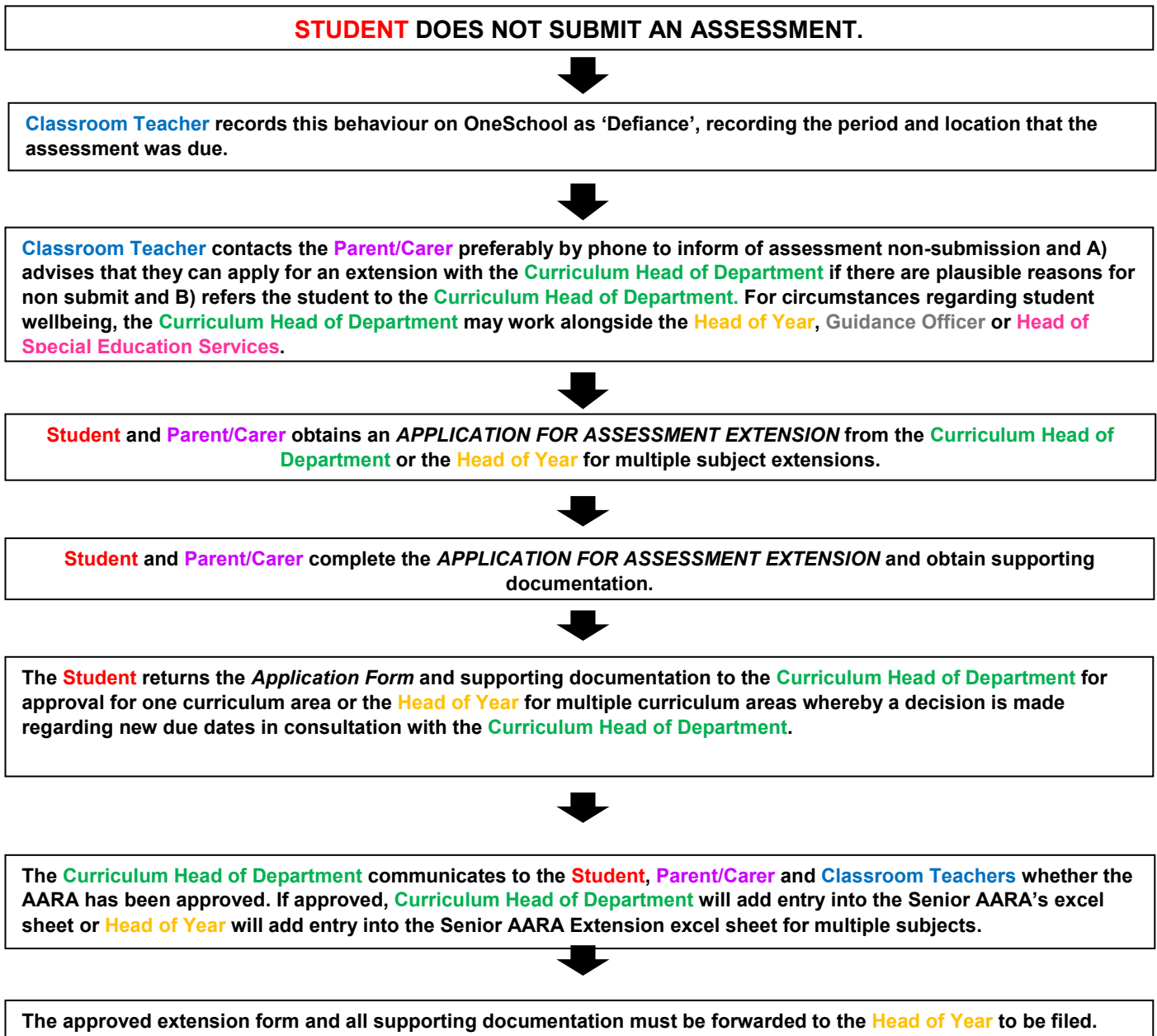
- **Medical report.** The medical report must be completed by a relevant practitioner who is a general practitioner, medical specialist, or psychologist. The report must contain diagnosis of disability and/or medical condition, date of diagnosis, date of occurrence or onset of the disability and/or medical condition, and information about how the disability and/or medical condition affects the student participating in assessment.
- **Evidence of Verified Disability.** Formal notification of the Education Adjustment Program, which may be obtained by the Head of Special Education Services or Guidance Officer for verified students.
- **Other Documentation.** Written evidence from a relevant independent professional or third party, such as a police report or official notice.

- **School Statement (as supporting evidence).** A school statement provides a detailed overview of the observed impact of the student's disability and/or medical condition, a description of how the student's access to the assessment or ability to communicate a response is affected, and a list of the student's previous AARA. The school statement is to be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

AARA in Year 10, 11 and 12: NON-SUBMISSION ON DUE DATE – Extension Advice

The College will make decisions about AARA for Year 10 in line with QCAA guidelines. The College will also make decisions about AARA for Units 1 and 2, overseen by Deputy Principal – Senior School.

The roles and responsibilities of the student, parent/carer and College staff when applying for an **Illness or Misadventure AARA** when a student does not submit on the due date in Years 10, 11 and 12 are outlined below:



AARA in Year 10, 11 and 12: Non-Submission on Due Date – Extension Request in Advance

The College will make decisions about AARA for Year 10 in line with QCAA guidelines. The College will also make decisions about AARA for Units 1 and 2, overseen by Deputy Principal – Senior School.

The roles and responsibilities of the student, parent/carer and College staff when applying for an Illness or Misadventure AARA in Years 10 and 11 are outlined below:

PRIOR TO THE DUE DATE THE STUDENT IDENTIFIES THAT THEY WILL NOT MEET THE ASSESSMENT DEADLINE OR BE PRESENT FOR EXAM



Depending on the situation the Student has several options in which to advise their teacher and or then report to either the Head of Year, GO, HOSES or Curriculum Head of Department for an extension.



If the situation is deemed appropriate for an extension, the Student will receive an ASSESSMENT EXTENSION form.



Student and Parent/Carer completes the *Application Form* obtaining supporting documentation and submits the form to the Curriculum Head of Department if an extension is needed for one curriculum area or the Head of Year for multiple curriculum areas whereby a decision is made regarding new due dates in consultation with the Curriculum Head of Department.



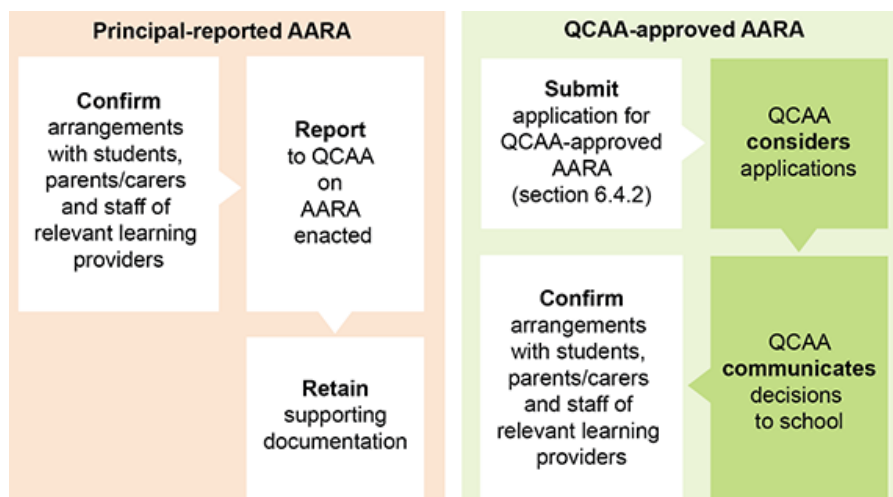
The Curriculum Head of Department communicates to the Student, Parent/Carer and Classroom Teachers whether the AARA has been approved. If approved, Curriculum Head of Department will add entry into the Senior AARA's excel sheet or Head of Year will add entry into the Senior AARA Extension excel sheet for multiple subjects.



The approved extension form and all supporting documentation must be forwarded to the Head of Year to be filed.

AARA in Year 12 (Units 3 and 4) (Section 6.4.2)

AARA for summative assessment in Applied, Applied (Essential), and General syllabuses and Short Courses may be principal-reported or QCAA-approved.



Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student. The principal's delegate, Deputy Principal - Senior School will approve AARA applications in Units 3 and 4. All principal-reported AARA will be uploaded to the QCAA Portal by the Head of Department – Senior School.

The College may be required to supply a copy of supporting documentation as a part of the quality assurance process for AARA. All supporting documentation will be saved on the 'Support Provisions' tab on OneSchool alongside the AARA application. The hard copy of the AARA application will be stored with the Head of Department – Senior School.

The QCAA publishes timelines for principal-reported AARA for schools to abide by, which will impact decisions made.

QCAA-approved AARA are specific adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal. The Head of Department – Senior School will submit applications for QCAA-approved AARA on the student's behalf.

QCAA-approved AARA are for students undertaking:

- summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects
- summative assessment for Short Courses
- summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Summary of the adjustments for which schools are required to apply to the QCAA:

Type of assessment	Adjustment
Summative assessment – internal examination	<ul style="list-style-type: none"> • extra time or rest breaks
Summative external assessment	<ul style="list-style-type: none"> • extra time or rest breaks • format of papers • assistance • assistive technology • a reader and/or scribe • variation to venue • any other adjustments not listed on the College's AARA Application Form

AARA Reporting Timelines in Unit 3 and 4 (Section 6.4.3)

Type of AARA	Unit 3 and 4 General subject internal assessment	Unit 3 and 4 General subject external assessments
Alternative format papers	Due dates to be determined by the College.	Applications are due by the end of February in the summative year.
QCAA-approved AARA	For existing long-term and chronic conditions applications are due by completion of Units 1 and 2 . For all other applications, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA	Notification is due before the relevant confirmation event .	Notification is due by the end of Term 3 in the summative year.

Senior External Examination

External assessment is developed and marked by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects.

External assessment is:

- summative and contributes to the overall subject result
- common to all schools across Queensland
- administered by schools under the same conditions at the same time on the same day.

Entering the Venue

Students will be admitted into the assessment room and seated with sufficient time for supervising staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor.

Misconduct

QCAA-appointed invigilators are independent observers of the external assessment, who monitor the conduct of external assessment. A student who does not comply with assessment rules and procedures communicated before entry to the assessment venue should be warned of the consequences of academic misconduct. Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.

Student Equipment

All approved equipment brought into an assessment room by a student must be in a clear container. Students cannot borrow equipment from other students during an external assessment.

Late Students

If a student arrives late the student is permitted into the assessment room to complete the assessment. No extra time beyond the scheduled test session is allowed to complete the external assessment. The student may be required to complete the assessment in a different room at the assessment venue.

Non-Attendance

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

A student who cannot attend the external assessment must notify the College as soon as possible. Reasons for non-attendance may include illness or misadventure – see AARA.

Contact

Principal and Deputy Principals		
Sandra Quinn	Principal	principal@bundambassc.eq.edu.au
Kim Tonges	Deputy Principal (8, 11)	ktong3@eq.edu.au
Tyrone Jones	Deputy Principal (9, 12)	tjone85@eq.edu.au
Tanya Woodall	Deputy Principal (7, 10)	twals127@eq.edu.au

Heads of Year		
Kayla Drabble	Head of Year 7	ktayl302@eq.edu.au
Joshua Batty	Head of Year 8	jbatt126@eq.edu.au
Penny Worthington	Head of Year 9	pjwor0@eq.edu.au
Lola Libbis	Head of Year 10	lcava53@eq.edu.au
Holly Green	Head of Year 11	hgree112@eq.edu.au
Shannon Wellings	Head of Year 12	swell111@eq.edu.au

Heads of Department		
Lauren Hunt	HOD English	lhunt241@eq.edu.au
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