



# Assessment and Reporting Policy

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## Preamble

Swan Christian College is committed to quality teaching and learning. Assessment and reporting are important parts of the teaching and learning cycle. This policy provides advice to staff, caregivers and students about key aspects of assessment and reporting at the College. The assessment policy seeks to reflect the equal worth of each person and their calling, in accordance with our school vision, values and expectations, as well as complying with regulatory bodies.

## Scope

This policy applies to all staff and students, PP to Year 12, in Swan Christian College, including Swanonline.

## Context

The College has developed its monitoring, assessment and reporting processes and procedures in accordance with the guidance provided in the SCSA Pre-primary to Year 10: Teaching Assessing and Reporting Policy and the WACE Manual. Year level procedures describe how the requirements are implemented to suit different developmental stages.

## Definitions

### 3.1 Purposes of Assessment

Assessment is the purposeful and systematic collection of information about students' achievements. In Western Australia, there are six guiding principles for assessment. These are:

- Assessments should be an integral part of teaching and learning.
- Assessments should be educative.
- Assessments should be fair, enabling students to demonstrate the full extent of their learning.
- Assessments should be designed to meet their specific purposes.
- Assessments should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.

The major purposes of assessment are to improve teaching and learning, to assist students achieve the best they can and to provide meaningful reports to parents/carers about these achievements.

### 3.2 Types of Assessment

Assessment is diagnostic, formative or summative according to the major purpose of the assessment.

Diagnostic Assessment (assessment for learning)

Diagnostic assessment is used to identify students' strengths and weaknesses, often using externally set tests. National Assessment Program for Literacy and Numeracy (NAPLAN) is perhaps the most familiar form of diagnostic assessment. Further details about NAPLAN are available in the Junior and Middle Schools sections of the Assessment Guidelines and Procedures. Other diagnostic assessments used at Swan Christian College may include, but are not limited to:

- Progressive Assessment Test (PAT) in Mathematics, Science and English Years 1-10
- Brightpath Years PP-7
- Middle Years Achievement Test Years 6-7
- Online Literacy and Numeracy Assessment (OLNA) Years 10-12
- IOWA acceleration scale (selected students)

Formative Assessment (assessment as and for learning)

Formative assessment has the most powerful impact on student achievement. Formative assessment provides continuous feedback to teachers and students and enables them to monitor progress and improve learning, including targeted intervention or greater challenge. It helps teachers and students determine the next step in learning. Formative assessment can be teacher, peer or student driven. It can be informal or formal and includes feedback. When students act on feedback their learning improves.

Summative Assessment (assessment of learning)

Summative assessment usually occurs at the end of a unit or program and is generally more formal, teacher marked, accompanied by marking keys and mapped against the standards outlined in the WA Curriculum.

Students on Learning Plans or Individual Education Plans, or those who qualify for special provisions may have summative tasks modified in consultation with the Learning Support Coordinator.

**3.3 Reporting**

Formal reports are issued twice a year to conform with the requirements of the Curriculum and Assessment Outline, prescribed by the School Curriculum and Standards Authority (SCSA). Feedback on assessments is provided throughout the year as a process of continuous monitoring of student progress. This is done via the College's learning management system (SEQTA). More information on reports may be found in the year group sections.

## Policy Statement

The Western Australian School Curriculum and Standards Authority mandates the requirements for teaching, assessing and reporting PP -12. It monitors the requirements through registration and accreditation, and other processes. This policy will give a general introduction to assessment and reporting at Swan Christian College. More specific information for each phase of schooling is available in the relevant Appendixes below outlining assessment guidelines and procedures.

Student achievement is recorded by each teacher throughout the year. Each teacher is responsible for monitoring and assessing students' achievement through formative and summative assessment tasks and providing feedback to progress learning.

## Procedures

Assessment and Reporting Procedures vary between different phase of schooling. Please refer to Appendixes for details of each.

## Implementation

Teaching staff have been trained on the current processes and have access to policies for reference.

## Contact Person

Director of Academic Studies or Head of Administration and Careers

Deputy Head of Junior School

# Appendix 1- Assessment and Reporting Year 11 and 12

## ASSESSMENT & REPORTING IN SENIOR SCHOOL: YEAR 11-12

This procedure applies to all senior secondary students at Swan Christian College and is based on School Curriculum and Standards Authority (SCSA) requirements.

All Year 11 and Year 12 students are enrolled in a combination of (Australian Tertiary Admissions Rank (ATAR), General and Foundation courses. Some students are also gaining credit for the Western Australian Certificate of Education (WACE) by undertaking one or more of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs on offer. The VET qualifications are delivered and assessed in partnership with a range of Registered Training Organisations (RTOs).

This procedure applies to the assessment of all WACE courses.

### 1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- maintain a good record of attendance, conduct and progress.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

### 2. TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the pair of units.
- provide students with access to a course outline and an assessment outline (see Section 3 below for details)
- Ensure that all assessment tasks, including marking keys, are fair, valid, and reliable.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks, revise and/or learn misunderstood concepts.
- Maintain a file of assessments for each student (See Section 9)
- maintain accurate records of student achievement in accordance with SCSA and College requirements.
- meet College and external timelines for assessment and reporting.
- inform students of their academic progress.
- Inform parents of their child's progress via the college's LMS. Should a child not pass an assessment this will be communicated to the parent. Communication via a phone call to the parent will be made in Semester One where a student performs poorly in multiple assessments.



### 3. INFORMATION PROVIDED TO STUDENTS

Before teaching starts the teacher will provide on the College Learning Management System (LMS) the following documents:

- The College's Assessment and Reporting Policy
- SCSA syllabus for the pair of units which includes the grade descriptions.
- a course outline for the pair of units (or unit or semester) that shows:
  - the content from the syllabus in the sequence in which it will be taught.
  - the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed.
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as specified in the assessment table of the syllabus.
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request a hard copy of these documents from their teacher.

### 4. ASSESSING STUDENT ACHIEVEMENT

At Swan Christian College, Year 11 students are typically enrolled in course units, whilst Year 12 students are enrolled in year-long courses (a pair of units). In each pair of units, several assessment tasks occur during the year including end-of-semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 5 and 6 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades based on grade-related descriptors provided by SCSA.

Most tasks are completed in class. Some courses may include tasks completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. (See Section 11 for further information on students with a disability).

## 5. SCHOOL EXAMINATIONS

School examinations are included in the assessment outline for the pair of units for ATAR courses. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral examination will also be held in those courses with a practical, performance or oral ATAR component.

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 written examinations are typically 2.5 or 3 hours duration. Courses with a practical, performance or oral component have a written examination of 2.5 or 3 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students before the exam period starts.

If an examination paper contains an error or questions are based on content that is outside the syllabus or there is a breach of security the College will:

- remove the question containing the error or based on content outside the syllabus,  
**or**
- set a new examination if there is a breach of security that affects all students,  
**or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the College will determine whether the reason is acceptable (see Section 13 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the College an alternate date will be set. Where this is not possible the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

## 6. EXTERNALLY SET TASK (EST)

All students enrolled in a Year 12 General or Foundation course are required to complete an Externally Set Task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date SCSA requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 below for details).

If not acceptable, the student will be allocated a mark of zero. If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task given to other students is no longer confidential),
- or**
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

## **7. CHEATING, COLLUSION AND PLAGIARISM**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person or produced by an artificial intelligence source (e.g. student, teacher, tutor, expert or via ChatGPT)
- copied or downloaded from the internet without acknowledging the source.
- paraphrased or summarised from the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated on balance of probabilities, based on knowledge of the student's work that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a re-sit of the assessment (or modified assessment)
- or**
- a mark of zero for the whole assessment task,
- or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## **8. SECURITY OF ASSESSMENT TASKS**

Where there is more than one class studying the same pair of units at the College all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

## **9. RETENTION AND DISPOSAL OF STUDENT WORK**

The College will retain all non-written assessment tasks (typically audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by SCSA for moderation purposes.

To assist students, the College establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes at any time. It is the student's responsibility to return the file to the course teacher after the revision period. The College retains the files until the marks have been accepted by SCSA. All assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the College.

The College will not use the materials for any other purposes without the written permission of students who submitted them.

## **10. MODIFICATION OF THE ASSESSMENT OUTLINE**

If circumstances change during the teaching of a pair of units or a course unit, requiring the teacher to adjust scheduled assessment tasks, students will be notified, and the modified assessment outline will be placed on the college LMS.

Where a disability, special education needs, or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

## **11. STUDENTS WITH A DISABILITY**

Students with a diagnosed disability will, where their disability, impairment or medical condition significantly affects their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the SCSA website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understanding.

## **12. COMPLETION OF A PAIR OF UNITS**

A grade (A, B, C, D or E) is assigned for each pair of units or course unit completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area or Director of Academic Studies in the event of absence of the Head of Learning Area.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must complete an Application for Extension (see Appendix A) before the scheduled date. The College will determine whether the reason is acceptable (see Section 13 below for details). Students will be required to submit a medical certificate for absences from formal assessment in a course such as examinations and EST's.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 13 below for details) the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the College (see Section 13 below for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late),
- or**
- 20% reduction in the mark (if submitted two school days late),
- or**
- a mark of zero (if submitted more than two school days late or not submitted).

Students who do not submit an out-of-class assessment will still be required to complete the assessment to a satisfactory standard via an in-school suspension, issued by the Head of Learning Area.

Where an in-class assessment task is missed, and the student does not provide an acceptable reason to the College (see Section 13 below for details), the student will receive a mark of zero. If a student does not make a realistic attempt on an in-class assessment, based on teacher's professional judgement, the student will be issued with an in-school suspension where the assessment will have to be completed to a satisfactory standard.

### 13. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides an acceptable reason to the College. For example:

- where sickness, injury or significant personal circumstances prevent a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled.
- where sickness, injury, or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the College before 8.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate for missed in-class assessment or a letter of explanation for an out-of-class assessment immediately after the student returns to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (within a week of the student's return). This will be complete in a dedicated after-school or before school assessment time organised by the Director of Academic Studies and arranged between the class teacher and student.
- or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential),
- or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet SCSA requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Learning Area a modification of the learning program. This modification will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

#### 14. TRANSFER BETWEEN COURSES AND/OR UNITS

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Head of Administration and Careers after the student has consulted with the Heads of Learning Areas of the courses under transition. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Swan Christian College the deadline for student transfers in Year 11 is Friday of Week 5 in Term 1 and for Year 12 students the end of Term 4 of the preceding year.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course must transfer to another course after the OLN results are received from the Authority for Round 1 OLN testing.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will be statistically adjusted by the Head of Learning Area/teacher-in-charge to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will modify the learning program for the student showing the work to be completed and/or an adjusted assessment outline. The program and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## 15. TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the College with evidence of all completed assessment tasks. The Registrar may contact the previous school to confirm:

- the part of the syllabus that has been taught,
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Swan Christian College.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a summative grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher may modify the learning program for the student showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## 16. REPORTING STUDENT ACHIEVEMENT

The College reports student achievement at the end of Term 1 (Interim Report), Semester 1 and at the end of Semester 2. The semester report provides for each course:

- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark).

At the end of the year, students will be provided with a Statement of Achievement, which lists the school mark and grade for each course completed. These are the results which will be submitted to SCSA. Successful completion of VET qualifications and endorsed programs are also listed on the student's Statement of Achievement.

All final grades are subject to approval by SCSA at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the SCSA review of the student's results submitted by the College.

## 17. REVIEWING MARKS AND GRADES

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with their teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant Head of Learning Area/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements.
- the assessment procedures used do not conform with the College's Assessment and Reporting Policy
- procedural errors have occurred in the determination of the course mark and/or grade.
- computational errors have occurred in the determination of the course mark.

## 18. PROCEDURE

In the event of an appeal:

The appeal must be made in writing by either the student or a parent/guardian on behalf of the student. The appeal should be addressed to the Head of Learning Area for the relevant course and copied to the Director of Academic Studies.

1. Upon receiving the appeal, the Head of Learning Area will investigate the student appeal. In the case where the teacher is the Head of Learning Area, the investigation will be carried out by the Director of Academic Studies.
2. The responsible teacher will supply the Head of Learning Area with a course outline, assessment records for all the students in the course; with the appellant's results indicated.
3. Any further relevant material will be supplied as required.
4. The Head of Learning Area completes a review of the appeal and writes a report of their findings.
5. The report is forwarded to the Director of Academic Studies and Head of Senior School for verification and acceptance.
6. The Director of Academic Studies contacts the student and parent/guardian to report on the result of the appeal.
7. If the appeal is successful, the student's results are amended.



The reviewer will meet with the parent/guardian and student and a copy of the report will be provided.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA using an appeal form which is available from the Director of Academic Studies or the SCSA website. SCSA representatives will then independently investigate the claim and report to SCSA's Student Appeal Committee.

If the committee upholds a student appeal the College will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the Statement of Achievement as necessary.

## Appendix 2 – Assessment and Reporting Year 7 to 10

### ASSESSMENT AND REPORTING: YEAR 7 to 10

This procedure applies to Year 7 to 10 students and is based on school and School Curriculum and Standards Authority (SCSA) requirements.

All Year 7 to 10 students are enrolled in mandated SCSA courses as well as elective courses. Some Year 10 students may be enrolled in Vocational Education and Training (VET) qualifications dependent on elective course selections made. Those VET qualifications may contribute towards credit for Western Australian Certificate of Education (WACE). Some students may also study College developed courses. This procedure applies to all Year 10 courses.

#### 1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- maintain a good record of attendance, conduct and progress.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

#### 2. TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the course (Western Australian Curriculum K-10 Outline) or appropriate authority.
- provide students with access to a course overview, including but not limited to assessment tasks and schedules.
- ensure that all assessment tasks are fair, valid and reliable.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks.
- maintain accurate records of student achievement on the College Learning Management System (LMS)
- meet College timelines for assessment and reporting.
- inform students of their academic progress.
- Inform parents of their child's progress via the college's LMS. Should a child not pass an assessment this will be communicated to the parent. A phone call to the parent will be made in Semester One where a student performs poorly in multiple assessments.

#### 3. INFORMATION PROVIDED TO STUDENTS

Before the course starts the teacher will upload the following documents to the College portals:

- a course overview for the semester that shows:
  - the content from the curriculum in the sequence it will be taught.
  - the approximate time allocated to teach each unit of the curriculum.
  - an assessment schedule as part of the overview or as a separate document
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submission week for each out- of-class extended task)
  - the total weighting for each assessment type

Note: Students without internet access at home can request a hard copy of these documents from their teacher.

#### **4. ASSESSING STUDENT ACHIEVEMENT**

Students complete yearlong courses as determined by SCSA requirements and school policies.

In each course, assessment tasks occur during the year (up to 8 assessments per year) including end of semester major assessments in Years 8 and 9 and examinations in Year 10 for Humanities and Social Sciences (HASS), English, Science and Mathematics.

Each task provides evidence of student achievement. The teacher will use the total weighted mark from all summative assessment tasks to rank students in the class and assign grades. Teachers will use WA Curriculum Judging Standards to assist with the allocation of grades.

The requirements for each assessment task will be clearly described in the task outline (i.e. what the student needs to do, the steps involved for extended tasks and the marking criteria).

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. This will be identified in the task outline provided to the students at the commencement of the task.

Where a student's disability, specific education needs, or cultural beliefs will significantly affect their access to an assessment the task will be adjusted in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course and the Head of Inclusive Education (See Section 11 for further information on students with a disability).

#### **5. MAJOR ASSESSMENTS & SCHOOL EXAMINATIONS**

School major assessments and examinations are included in the overall assessment for Mathematics, English, Science and Humanities and Social Science (MESH) subjects. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and can be found in the assessment outline.

Major written assessment will be held in all MESH subjects in Year 8 and 9 at the end of Semester 1 and the end of Semester 2.

A written examination will be held in all MESH subjects in Year 10 at the end of Semester 1 and the end of Semester 2.

In Year 8 and 9 major assessments will be 1 hour in duration.

In Year 10 written examinations are 1.5 hours in duration.

The examination timetable is issued to students prior to the start of the exam period.

If an examination contains an error or questions are based on content that is outside the curriculum or there is a breach of security the College will:

- remove the question containing the error, **or**
- set a new assessment / examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school assessments / examinations, the College will determine whether the reason is acceptable (see Section 9 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the College an alternate date will be set. If it is not possible for the student to sit a rescheduled assessment / examination, a predicted score may be allocated. This will be based on the student's performance in other summative assessments relative to that of the cohort and the performance of the cohort in the examination.

## 6. CHEATING, COLLUSION AND PLAGIARISM

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person or produced by an artificial intelligence source (e.g. student, teacher, tutor, expert or via ChatGPT)
- copied or downloaded from the internet without acknowledging the source.
- paraphrased or summarised from the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated on balance of probabilities that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- A re-sit of the assessment (or modified assessment)
- or**
- a mark of zero for the whole assessment task,
- or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## 7. SECURITY OF SUMMATIVE ASSESSMENT TASKS

Where there is more than one class studying the same course at the College all, or most, of the summative assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class summative assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and all students involved in the collusion will be penalised.

## 8. STUDENTS WITH A DISABILITY

Students with a diagnosed disability will have written and/or practical assessment tasks (including school examinations) adjusted by the teacher, in line with the student's learning plan. These adjustments will be consistent with those described in the SCSA's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

## 9. COMPLETION OF A COURSE

A grade (A, B, C, D or E) is assigned for each course completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area (HOLA) or Director of Academic Studies in the event of absence of the HOLA.

Where health issues or other personal circumstances prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 9 below for details). Students will be required to submit a medical certificate for any absence from a formal major assessment or examination.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 9 below for details) the student's assessment outline will be adjusted, and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted without an acceptable reason (see Section 13 below for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late),
- or**
- 20% reduction in the mark (if submitted two school days late),
- or**
- a mark of zero (if submitted more than two school days late or not submitted).

Students who do not submit an out-of-class assessment will still be required to complete the assessment to a satisfactory standard via an in-school suspension, issued by the Head of Learning Area.

Where an in-class assessment task is missed and the student **does not** provide an acceptable reason (see Section 13 below for details), the student will receive a mark of zero. If a student does not make a realistic attempt on an in-class assessment, based on teacher's professional judgement, the student will be issued with an in-school suspension where the assessment will have to be completed to a satisfactory standard.

## 10. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON-SUBMISSION

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides an acceptable reason to the College. For example:

- where sickness, injury or significant personal circumstances prevent a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled.
- where sickness, injury, or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the College before 8.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate for missed in-class assessment or a letter of explanation for an out-of-class assessment immediately after the student returns to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (within a week of the student's return). This will be complete in a dedicated after-school or before school assessment time organised by the Director of Academic Studies and arranged between the class teacher and student.
- or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential),
- or**

- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet SCSA requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non- submission of an assessment task (e.g. sitting a driver's licence test, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Learning Area a modification of the learning program. This modification will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

## 11. REPORTING STUDENT ACHIEVEMENT

The College formally reports student achievement at the end of Term 1 (interim report), Semester 1 and at the end of Semester 2.

Semester 1 reports for each course provide:

- a WA Curriculum grade
- a course grade (where appropriate)
- the percentage mark in the school-based examination (for Year 10 MESH subjects)
- the percentage mark (calculated from the weighted total mark).

At the end of the year, students will be provided with a statement of results which lists the school mark and grade for completed courses.

In addition, feedback for summative tasks can be accessed through the College LMS (SEQTA Engage)

## 12. REVIEWING MARKS AND GRADES

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant HOLA/teacher-in-charge responsible for the course.

The student or their parent/guardian can request that the College conduct a formal review if they consider that the student has been disadvantaged by any of the following:

- the assessment overview does not meet the curriculum requirements.
- the assessment procedures used do not conform with the College's Senior Secondary Assessment Policy
- procedural errors have occurred in the determination of the course mark and/or grade.
- computational errors have occurred in the determination of the course mark.

### 13. PROCEDURE

1. The appeal must be made in writing by either the student or a parent/guardian on behalf of the student.
2. The appeal should be addressed to the HOLA for the relevant course and copied to the Director of Academic Studies.
3. Upon receiving the appeal the HOLA will investigate.
4. The teacher will supply the HOLA with the course outline, assessment records for all the students in the course; with the appellant's results indicated.
5. Any further relevant material will be supplied as required.
6. The HOLA will complete an assessment of the appeal and write a report with their findings.
7. The report will be forwarded to the Director of academic Studies and Head of Senior School.
8. The Director of Academic Studies will contact the student and parent/guardian to report on the result of the appeal.
9. If the appeal is successful, the student's results will be amended.
10. If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA using an appeal form which is available from the Director of Academic Studies or the SCSA website. SCSA representatives will then independently investigate the claim and report to the student appeal committee.

If the committee upholds a student appeal the College will make any required adjustments to the student's mark and grade and, where required, the mark and grade of other students. Reports and the Statement of Achievement will be reissued as necessary.



# Application for Extension

**Your application for extension must be approved by your Head of Learning Area BEFORE the due date of the assignment and the approved application for extension must be attached to your assignment when you submit it by the agreed extension date.**

In general, there are ONLY four permissible types of circumstances for a late submission:

1. Medical (with a Medical Certificate as supporting evidence)
2. Bereavement (supported by funeral or similar notice)
3. Official (evidence of studies being significantly interrupted by official business e.g. immigration requirements, the timing of which the student has no control)
4. Unforeseen circumstances of a serious nature (beyond a student's control, for which the student is not responsible, and which will prevent the student from timely submission of an assessment task).

It is unusual for extensions to be granted for the final assessment task in any semester unless the marking and moderation deadlines can still be met.

## Student Details

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

## Extension Request

Subject Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Assignment Title: \_\_\_\_\_

Due Date: \_\_\_\_\_

Requested Extension Date: \_\_\_\_\_

Reason for Request: \_\_\_\_\_

Teacher's Comment: \_\_\_\_\_

## Appendix 3 – Assessment and Reporting in Junior School

### ASSESSMENT & REPORTING IN JUNIOR SCHOOL

Formal Junior School Reports provide a summary of a child's achievement, attitude, behaviour, effort and progress in academic, personal and social learning. An Interim Report is provided at the end of Term 1. Summative reports are provided twice a year at the end of each school semester.

#### 1. STUDENT ACHIEVEMENT

The Western Australian Curriculum defines the knowledge, skills, understandings and values that students need to learn.

#### 2. ACHIEVEMENT IN EACH LEARNING AREA STRANDS (Semester Reports)

Achievement within each learning area strand is reported by a descriptor:

PP – Yr 2:	Exceptional	Exceeding	Expected	Emerging	Exploring
Yr 3 – Yr 6:	A	B	C	D	E

Achievement within each learning area strand contributes to a child's overall grade.

#### 3. OVERALL LEARNING AREA ACHIEVEMENT DESCRIPTORS

- A/Exceptional demonstrates excellent achievement of expectations for this year level.
- B/Exceeding demonstrates high achievement of expectations for this year level.
- C/Expected demonstrates satisfactory achievement of expectations for this year level.
- D/Emerging demonstrates limited achievement of expectations for this year level.
- E/Exploring demonstrates very low achievement of expectations for this year level.

#### 4. OVERALL EFFORT IN LEARNING AREAS

A description of a child's effort within each Learning Area is reported using the scale: Excellent High Satisfactory Limited Very Low NA (Not Assessed)

#### 5. PERSONAL AND SOCIAL LEARNING, ATTITUDE, BEHAVIOUR IN GENERAL

A description of a child's progress in personal and social learning and the attitude, behaviour and values displayed is reported using the scale:

Consistently Often Sometimes Seldom NA (Not Assessed)

As detailed in the [Report Explanation Descriptors](#), the College is required by the School Curriculum and Standards Authority (SCSA) to assess students against a five-point grading system of A to E using the WA Curriculum Achievement Standards.

Supplementary to these grades, SCSA allows students on an Individual Learning Plan (ILP) to be assessed against their Individual Achievement Goals using the Individual Achievement Ratings scale of: *Not Achieved, Progressing Towards, Achieved, and Exceeded*.

Junior School Semester 1 and 2 reports reflect both WA Curriculum year group standards and references Individual Learning Plan Achievement Goals where applicable. Teachers implemented ILPs for students in their classes who, for a diversity of reasons, may otherwise demonstrate very low or limited standards of achievement at year group level.

An Individual Learning Plan focuses on the specific goals, strategies and curriculum adjustments required to support a student's learning profile.

Provisions within an ILP may include:

- extra time for completion of a task or test
- modifying homework expectations
- offering alternative ways of task presentation
- differentiated tasks or
- assessment at a different year group level.

These provisions have the benefit of allowing students to engage in peer group activities whilst being assessed at a level which enables them to appropriately demonstrate their knowledge, skills and understandings. Thus, achievement and progress are fostered through positive learning experiences.