



**WHOLE SCHOOL  
ASSESSMENT POLICY  
2018**

## PREFACE

The Assessment and Reporting Policy reflects the principles and practice of assessment and reports set down by the School Curriculum and Standards Authority (SCSA). It provides a clear framework for both staff and students to negotiate the completion of student work.

Teachers make judgements about student achievement using a variety of assessment tools such as marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance, and working in groups.

Each course will have a specified number of assessments, some of which will be completed in class and may be used for moderation purposes. Assessment tasks will be equitable and valid and will comply with all Schools Curriculum and Standards Authority requirements. Assessment tasks must be completed within a designated time frame and students will receive appropriate feedback in a timely fashion.

Schools Curriculum and Standards Authority links: [K - 10 Assessment Outline](#)

Academic achievement is reported in grades from an 'A' to an 'E' where:-

|   |              |   |
|---|--------------|---|
| A | Excellent    | The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.   |
| B | Good         | The student demonstrates achievement that exceeds the expected standard.  |
| C | Satisfactory | The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning.   |
| D | Limited      | The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress. |
| E | Very Low     | The student demonstrates achievement below the minimum acceptable for this year level.  |

### 1.1 OVERVIEW

#### **Assessment has a number of roles**

- monitoring the progress of students and recognising learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures.

Assessments must therefore be educative, fair, designed to meet its specific purpose/s, lead to informative reporting and school-wide evaluation processes, and provide significant data for improvement of teaching practices. Assessment programs must ensure that all assessment tasks have the following characteristics

- validity
- reliability
- discrimination

## SENIOR SCHOOL

**Definitions:** The policy refers to WACE courses, Endorsed Programs and Units of Competency (UoC) within certificate courses. Any statement using the term **course** will refer to all of the above unless specified. The School Curriculum and Standards Authority will be referred to by the acronym SCSA. *Reporting to Parents* will be known as RTP, Head of Learning Area known as HoLA and Australian Tertiary Admissions Rank as ATAR. School Information System (SIS) contains information on all students currently enrolled in the school.

Senior School student assessment has guidelines set by the SCSA. Adherence to these parameters is mandatory.

## 1.2 ASSESSMENT REQUIREMENTS

Every student enrolled in a Year 7-10 course will be provided with a course outline that adheres to current guidelines (e.g. Australian Curriculum) at the commencement of the course. Course outlines will include information regarding all assessable tasks with approximate due dates.

### SENIOR SCHOOL

Senior Secondary Schooling Assessment has guidelines set by SCSA. All teachers at Narrogin SHS who are teaching Senior Secondary courses must post the relevant documentation in 'Connect' for access by the student and parent body attached to those respective courses. In **Week 2**, at the commencement of a course, every student studying a WACE course must be provided with:

- the school's assessment policy
- the syllabus for the respective course/s. These are also available for download at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>
- the school's course outline
  - content
  - sequence in which the content will be taught and the approximate time to teach each session
- the school's assessment outline, which will contain:
  - assessment types
  - weighting for each assessment type
  - weighting for each assessment task
  - a general description of each assessment task
  - a general indication of the content covered by each assessment task
  - an indication of the outcomes covered by each assessment task
  - the approximate timing of assessment tasks (the week in which stages of each extended task)
  - no out-of-class assessments will be due, or in-class assessments given in the week preceding the exam block for ATAR courses (non-assessment week)

All of the documentation above will be available on 'Connect', and any adjustments made to the documentation will be made in consultation with all students and publicised. Courses participating in Small Group Moderation (SGM) are required to meet the timelines set by the SGM agreements.

## 1.3 STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete the prescribed work requirements in each subject by the due date
- complete all assessment tasks described in the Course and Assessment Outlines
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more in a course, per term, is deemed to be at risk). Students should initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment
- initiate contact with subject teachers concerning absence from class for missed assessments and/or extension requests and other issues pertaining to assessment
- initiate contact with subject teachers to gain feedback on assessed work and advice for improvement
- be aware of the marks they have achieved and plan to improve these marks, with teacher guidance
- complete class work, homework, tests and assessment tasks

- follow exam procedures carefully
- meet all deadlines: as this will assist your learning
- catch up with any work you have missed as the result of an absence
- understand that regular absences from class will limit your achievement
- discuss each semester report with your parents
- ensure all work is referenced where appropriate, and in your own words
- above all, ensure that all work contains appropriate content for the intended reader, and is not to contain any offensive language or swear words

Absence from school on the day that an assessment is to be submitted must be explained by one of the following:

- ❖ A note from a parent and/or carer/guardian
- ❖ A medical certificate

## 1.4 TEACHER RESPONSIBILITIES

It is the teacher's responsibility to:

- develop a teaching/learning program that is consistent with the outcomes of the Western Australian Curriculum
- provide students with an assessment outline and course outline at the commencement of the course
- provide detailed marking keys or assessment rubrics, providing feedback to students on their performance and clarity on how marks were awarded for assessment tasks
- ensure that assessments are fair, valid, explicit, reliable and authentic
- maintain accurate records of student achievement and assessment
- meet school and external timeframes for assessment, marking and reporting
- inform students and parents of academic progress as appropriate. Reporting To Parents must be kept up to date with the most current results as this is the information students are accessing when using Connect
- ensure internal comparability processes when more than one teacher is teaching a subject
- ensure that out of class assessments are authentic with supporting evidence
- mark and return all assessments to students within 10 working days.
- use Student Achievement (SAIS) data to plan future learning programs at a class and/or individual student level

Teachers make judgements about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

- ❖ information sheets explaining performance on tests or Common Assessment Tasks
- ❖ comments on student work using tables to detail the outcomes sought
- ❖ annotations in a homework diary
- ❖ notes and letters home, phone calls, email
- ❖ Letters of Concern, where a student does not complete an assessment task, or where the level of achievement places the student at risk
- ❖ Letters of Commendation
- ❖ Parent Interviews and parent evenings
- ❖ School Newsletter

### SENIOR SCHOOL

- provide students with a course unit/program outline and assessment outline at the start of the course unit/program. This information must be uploaded to 'Connect'.
- provide students with an overview and assessment guidelines and scheme of assessment at the commencement of the course for the entire course. Place the tasks and weightings in 'Connect' and on the *Reporting to Parents* program by **Week 2**, Term One
- ensure that assessments are fair, valid, reliable, educative, explicit and comprehensive
- provide students with access to marking keys as per the SCSA's guidelines  
<http://wace1516.scsa.wa.edu.au/assessment/school-based-assessment/guide-to-grades>
- provide students with timely assessment feedback and enter assessment data progressively on Reporting to Parents

- use assessment data to plan future learning programs
- maintain accurate records of student achievement and assessment through the marks book function of the *Reporting to Parents* facility and meet school and external timeframes for assessment and reporting.
- meet school and external timelines for assessment and reporting
- make use of 'Connect' and RTP to inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time. Initial contact to be made by letter and recorded on SIS; subsequent contact to be made by telephone and recorded on SIS. All other types of contact (notes, letters home, emails) to be entered in SIS.
- inform Year Leader of students at academic risk using the Academic Referral Form (attached)
- provide students with access to grade descriptors
- know the SCSA's requirements for moderation and implement them when/as required
- Inform students in writing of final assessments grades/marks and provide them with opportunity to resolve any issues that may arise
- manage the final course grade for students who either enter or depart from a Course delivered concurrently
- no tests or assessments to be scheduled the week prior to exams
- in consultation with their HoLAs, teachers will be flexible in the assessment requirements with students on alternative / flexible programs and provide modified programs and take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program.
- Narrogin SHS will establish an assessment file for each Year 12 students' work, whether tasks, assessments, tests or exams, and it will be kept until the results are accepted by SCSA. This file will contain all marked written assessment tasks, and can be accessed by the student for revision purposes. This file will be returned to the student within a month after the results are accepted by the Authority or will be securely disposed of by the school.

## 1.5 PARENT / CARER RESPONSIBILITIES

It is a parent's responsibility to:

- provide information about students with physical impairment / learning difficulties on enrolment so that a student's special needs can be discussed to ensure that the school can provide the most appropriate program
- keep the school up-to-date with information about a student's learning strengths and weaknesses
- contact classroom teachers if concerned about a particular subject
- contact Student Services as soon as possible if they are aware of a problem with their child, either academic, social or emotional. Early identification is vital particularly where students are diagnosed with a learning disability or difficulty
- make appointments with teachers for parent nights and at other times as needed
- to establish an effective study routine at home for your child
- to ensure where possible, that family holidays are NOT taken in term time

For some students, the school will develop an individualised report based upon a student's individual education plan in consultation with the parents (please see *Narrogin SHS SAER Policy* for more details).

## 1.6 ASSESSMENT STRUCTURE

All test and exam papers are the property of the school but will be provided to students as part of the exam review process.

### 1.6.1 General

If a student is absent from class, their ability to achieve their potential is diminished. Frequent absences result in lower levels of achievement and unit assessment requirements not being met. This may have WACE implications. Narrogin SHS has a strong focus on the development of independent learners. Students are encouraged to access Connect to maximise their achievement across their courses and to ensure that they are achieving their personal best. The resources available on Connect can be extremely useful for students who are absent from school for any period of time.

Excursions are kept to a minimum at Narrogin SHS to ensure students achieve maximum learning time. If an excursion has been approved by the Leadership Group, and is on the calendar, then the student should be allowed to sit a test they miss or negotiate to submit an assessment at a time determined by the teacher in consultation with the student. The teacher will make the final decision regarding timing.

If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence could result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a course.

If there is evidence of a pattern of absence from scheduled assessment tasks then the student will be referred to the appropriate Deputy Principal and their parent/caregiver will be informed. All subjects will likely come under scrutiny. Absence for an unacceptable reason will result in a zero mark being awarded.

In cases where a student is unable to attend school to complete a specially scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission by the Head of Learning Area to complete the task at an alternative venue.

### 1.6.2 Specially scheduled assessment tasks

Absence from a specially scheduled assessment task (including tests and examinations) must be explained by one of the following:

- a medical certificate
- a letter from parent providing a valid reason for absence.

Satisfactory explanation of the absence will enable the student to complete the missed assessment task, or a similar task, and gain credit.

Wherever possible, advance notification of absence is required. In cases where a student is unable to attend to complete a specially scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task at an alternative venue.

Where there is no satisfactory explanation of an absence from a scheduled assessment task, Course assessment requirements may not be met, a 0 result will be recorded, and an E or U submitted to the School Curriculum and Standards Authority. The student and parent/caregiver will be informed, and the school may use its discretion in determining an appropriate strategy to address the issue.

### 1.6.3 Prolonged Absence

Where a student is unable to attend school for a lengthy period for an authorised absence, the school will endeavour to provide support to the student's learning program. The appropriate Deputy Principal must be contacted by the parent/guardian so that suitable arrangements can be made where possible. For long term absences, exceptional arrangements will be made. Staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation. All course materials, including assessments and class handouts, will be available via 'Connect'.

### 1.6.4 Assessment Affected by a Catastrophic Event

In the case of a catastrophic event, the teacher or the HoLA will make a professional judgement of the performance of the students affected by the event based on the assessment tasks already completed by the student and enter the awarded mark into Reporting to Parents.

## 1.7 ABSENCE FROM CLASS/MISSED WORK

Narrogin SHS has a strong focus on the development of independent learners. Students (where appropriate) are encouraged to access 'Connect' to maximise their achievement across their courses and to ensure that they are achieving their personal best. The resources available on 'Connect' can be extremely useful for students who are absent from school for any period of time.

Excursions are kept to a minimum at Narrogin SHS to ensure students achieve maximum learning time. If an excursion has been approved by the Leadership Group, and is on the calendar, then the student should

be allowed to sit a test they miss or negotiate to submit an assessment at a time determined by the teacher in consultation with the student. The teacher will make the final decision regarding timing.

If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence could result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject. When a student returns from any absence, they will be required to complete the assessment (if practicable however, the result will not be formally recorded until the absence is approved).

It is against school policy for students to be removed from the school for the purpose of a family holiday. If parents choose to do this, they do so understanding that their child's grades may be affected and that allowances will not be made for time or assessments missed. Special circumstances may occur and it is up to parents to discuss this with the relevant Deputy Principal before their child misses school. Provisions may be made in extenuating circumstances. If this is not possible due to the type of the assessment, the result will be excluded in *Reporting to Parents* final results.

If there is evidence of a pattern of absence from scheduled assessment tasks then the student will be referred to the appropriate Deputy Principal and their parent/caregiver will be informed. All subjects will likely come under scrutiny. Absence for an unacceptable reason will result in a zero mark being awarded. In cases where a student is unable to attend school to complete a specially scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission by the Head of Learning Area to complete the task at an alternative venue.

The school is not able to maintain a teaching and assessment program for students if they plan to be absent for lengthy periods. Students should enrol in the Schools of Isolated and Distance Education (SIDE) for absences of three or more months. Teachers will normally provide "catch up" work for short periods of absence. For more information about SIDE, contact the school.

## 1.8 REPEATED ABSENCE RELATED TO ASSESSMENT

Where a teacher considers that repeated absences have affected the completion or timely submission of assessment tasks, one or more of the following actions may be taken:

- penalties for lateness may be applied
- a Medical Certificate (for illness) may be requested to explain each repeated absence
- where applicable, a letter from parents may be requested explaining the circumstances of the absence
- a parent meeting may be requested to discuss the detrimental effect of repeated absences on assessment
- a review by the Head of Learning Area of a student's continued status within the affected subject. This may result in the student receiving a much lower final level of achievement in the subject.

### 1.8.1 Exceptional Circumstances

In exceptional circumstances (illness or significant personal issues) a student may apply to the relevant Deputy/HoLA for special consideration. Applications must be made prior to the due date for an assessment.

Where the Head of Learning Area determines that the reasons for late or non-submission are valid, then the teacher may:

- grant an extension of time to complete the task without penalty
- provide an alternative task
- require the student to complete the task prior to the due time and date
- record the student as exempt from that assessment
- in exceptional circumstances, and with the approval of the Head of Learning Area, determine an estimate of achievement based on previous performance

If a student does **NOT** apply for or receive consideration based on exceptional circumstances then the following will apply:

- a deduction of 10% off the allocated mark for each day late, for up to three calendar days after the last day for submission
- tasks submitted after three days will incur a further penalty so that the maximum mark achieved will be no more than the mean mark achieved by all students in that course

## 1.9 LATE/NON-SUBMISSION/NON-COMPLETION OF WORK

A Course & Assessment Outline will be provided to each student at the commencement of the course. Due dates will be clearly outlined. Students will be informed if adjustments are made to the assessment schedule. Assessment tasks that are submitted late may not be assessed. However, the HoLA at his/her discretion may accept late assessments from students who have had exceptional circumstances. Students are advised to submit assessment tasks on time regardless of whether or not they are complete as an incomplete assessment can still be graded. Failure of technology is not an excuse.

If a student has an excursion on the day that an assessment task is to be submitted they must make arrangements for the task to be submitted before the last date for submission OR handed in to the teacher before school on the day of the excursion OR emailed to the teacher.

A student who is absent due to illness on the day that an assessment task is to be submitted will not be penalised, however, he/she must submit the assessment task to the teacher in their next class after they return to school. A medical certificate may be required to be submitted. If a student is regularly absent on the day an assessment task is to be submitted, then late submission of the task may not be accepted. Ongoing failure to submit assessment tasks on time may be subject to other consequences as outlined in Learning Area specific policies.

### SENIOR SCHOOL

#### ATAR STUDENTS

ATAR assessments not submitted by the due date will result in parent contact (an immediate phone call is preferred as there may be considerable delays with written communication) and may attract a penalty of 10% of the total mark a day for three school days from when the work was due. If the assessment is not submitted after three days, a mark of '0' will be awarded. A 10% penalty will be applied over a weekend as though it were a one working day delay. It is in the student's best interests to complete the assessment for feedback, even if a mark is impossible.

#### GENERAL STUDENTS

Where any senior student submits an **out of class assessment** by the due date and the work is below standard, the teacher shall allow the student to re-submit their work to allow the student one (only) further opportunity to achieve a passing grade for that assessment piece. **No higher than a passing mark (# as defined by faculty) can be achieved and a student may only resubmit a work sample once.** A new submission deadline for the assessment will be negotiated by the teacher and the student and will be within the range of 3-5 days depending on the complexity of the assessment. Once the due date and/or negotiated resubmission date are passed, a student shall not be allowed to submit any missed tasks as this would be deemed disadvantageous to other students, nor will the result be counted as being excluded from the total % mark calculation.

#### VET STUDENTS

Students attempting Units of Competency working towards a certificate course will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or complete the competency will put that student at risk of not completing the full qualification.

### 1.9.1 Extensions

Students may seek an extension of deadlines by completing an Application for Extension, in writing, and giving it to the teacher **prior** to the assessment task's agreed due date. Extensions will be given at the discretion of a teacher. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Students may negotiate a change of deadlines with their teacher due to clashes with other scheduled assessments. An extension of deadlines may be granted to an individual or a whole class.

## 1.10 CHEATING, COLLUSION & PLAGIARISM

All work submitted for assessment must be the original work of the student, unless the alternative source is acknowledged. Students shown to have cheated in assessed work will receive a zero mark for the task.



Collusion is when a student submits work that is not his or her own for assessment. Plagiarism is when a student uses someone else's work or ideas and passing them off as one's own without acknowledging the source.

If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed. Students may be awarded a result for work which can be authenticated. Students who allow their work to be copied may receive a zero for the task or section.

### 1.10.1 CHEATING

Cheating is regarded as an action which provides an unfair advantage in the completion of an assessment. Actions regarded as cheating include, but are not limited to:

- Gaining a copy of an assessment prior to its release for completion
  - Gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage in completion
  - Talking during a silent assessment, (tests and examinations)
  - Using mobile phones or other telecommunications and/or information technology not approved for use during an assessment
  - Presenting a response to an assessment which is not your own work
- If students are shown to have cheated in any assessed work or in examinations they will receive no credit for that assessment.

### 1.10.2 PLAGIARISM

Assigned or other work which is not a student's own but is presented as such will not be accepted. The submission of work which is not a student's own in a subject will result in no credit for that assessment being awarded.

### 1.10.3 REFERENCING

All student responses to assessment tasks which contain the work of others must be correctly referenced. Further, a Bibliography must be provided where a range of texts and resources have been used for information if this is a requirement of the assessment task.

## 1.11 SENIOR SCHOOL EXAMINATIONS

### 1.11.1 Regulations

When attending examinations, students must adhere to the regulations for that examination. Details of regulations will be issued with the examination timetable. Infringement of regulations will result in an appropriate penalty.

### 1.11.2 Attendance

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the principal or their nominated representative and/or SCSA, before the examination date.

- **Students who miss an examination shall not be permitted to sit the exam at another time and a mark of zero will be recorded unless a Sickness/Misadventure Form is filled in within three (3) days of the student missing the exam. This form will need to be approved before a mark is calculated. Students who miss an exam for a medical reason must provide a medical certificate from a doctor.**
- As outlined in the School Curriculum and Standards Authority WACE Manual participating in family holidays is not considered as an exceptional circumstance. Parents/guardians should contact the appropriate Deputy Principal if students miss an examination for any reason. Students must fill out a Sickness/Misadventure Form available from the school when any exam is missed.

In the case of those who can provide:

- a medical certificate OR
- another explanation acceptable to the Deputy Principal, an adjusted assessment which does not penalise the student will be made in the determination of the final result for the course/subject concerned.

Full-time Year 12 students enrolled in ATAR course units must sit the WACE examination in that course. *If they do not sit, or do not make a genuine attempt in this WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average requirement, but still count in the breadth and depth requirement.*

### 1.11.3 Examination Rules

#### A. General Rules

1. Attendance: Yr11 & Yr12 students, completing 4 or more ATAR courses are required to attend school for exams only, during their exam week. When not sitting exams, rooms and staff will be available for private study, or students will attend non ATAR classes. Non-ATAR classes will operate according to their normal timetable.
2. School uniform is to be worn on the school premises at all times.
3. When dismissed from an exam, students are to move quickly and quietly from the vicinity of all classrooms. Exams still in progress and normal classes must not be disturbed.
4. Canteen and Hostel lunch breaks will be negotiated in each exam period. Students will have a minimum break of 30 minutes between a morning and an afternoon exam.
5. Students must produce a medical certificate to excuse any absence from exams.

#### B. Examination Rules

1. All exams will start and finish at scheduled times according to the exam timetable. There will be no special provisions for students who arrive late to exams.
2. Students who finish an exam early are to remain in the room for the full duration of the exam.
3. All students in the exam must be given the same opportunity. Copying and collusion are serious breaches of exam regulations and will result in a mark of zero being awarded for all or some of the examination. Distracting actions such as eating, talking, borrowing equipment and turning around are not permitted. No food, toys, etc can be taken into the exams unless you are a diabetic. Students are permitted to take **a clear plastic bottle** with all labels removed into the room. The water bottle should have a secure lid and have a capacity of no more than 1500ml.
4. Subject teachers will give students and exam supervisors prior notice of any special materials required for exams. Unauthorised materials are not permitted in the exam room.
5. Candidates must provide their own pens, pencils, coloured pencils, highlighters, rulers, erasers, correction fluid/tape, and other items specified or recommended for particular courses. These specified or recommended items are listed on the front cover of each examination.
6. All items other than those listed on the cover of an examination are therefore classified as unauthorised and **should not** be brought into the exam room. This includes, amongst other things, the following items:
  - mobile telephones
  - mp3/iPod
  - bags
  - pencil cases not made of clear material
  - calculator cases/covers
  - calculator instruction booklets
  - map templates of any description
  - external storage media

7. Writing of any kind is **not permitted** during the Reading Time (except for necessary amendments to the exam paper).  
The Reading Time should be used for the following purposes:
  - (i) to check that the material issued is complete and legible, and
  - (ii) to read the exam paper.The supervisor will give students an opportunity to ask questions before the Working Time commences. Students who need to ask questions are to raise their hands and wait until the supervisor invites them to speak. Students should note that the supervisor may consider it inappropriate to answer queries concerning the intention of exam questions.
8. Written work should be set out clearly. One side of paper only, should be used for working, with the student's name at the top of each page.
9. When the exam time is complete, students must stop work immediately. Students may organise work for collection but **may not**:
  - i) write corrections or finish the sentence,
  - ii) communicate with one another, or
  - iii) leave their places until given permission to do so.
10. When students are dismissed, they are to leave their work places clear; placing unwanted scrap paper in the bin.

### C. Breach of Examination Rules

11. The supervising teacher is entitled to take appropriate action should there be any breaches of exam rules by any student/s. Students will be sent to the Deputy.
12. Collusion between candidates will result in cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.
13. Possession of unauthorised materials in the examination room will result in cancellation of all or part of a candidate's paper where unauthorised materials are relevant to the subject being examined

## 1.12 APPEALS

### 1.12.1 APPEALS RELATING TO INDIVIDUAL ASSESSMENTS ITEMS

A student may appeal in circumstances where they consider that an assessment has not been fairly considered in relation to an assessment program. Such appeals should occur within seven (7) days of the return of the assessment to the student by the teacher. Appeals should be directed to the teacher in the first instance and then to the Head of Learning Area should a satisfactory resolution not be reached.

### 1.12.2 APPEALS RELATING TO ASSESSMENT OF A SUBJECT

Students may appeal against the assessment of a subject if they have grounds to believe that:

- school guidelines have not been followed
  - published assessment guides have not been provided or followed
  - errors in the level of achievement allocated by the teacher have occurred
- Applications for appeal in these circumstances are available from the subject HoLA.

### 1.12.3 FORMAL ASSESSMENT REVIEW

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

- the assessment outline/s does/do not meet the syllabus requirement
- the assessment procedures used do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/
- computational errors have occurred in the determination of the mark/s and/or grade/s

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and will prepare a written report. This report will be provided to the student and their parent/guardian.

### 1.13 CHANGING COURSES

Generally, students cannot be given credit for work not completed in the new subject. However, where possible:

- students will be given the opportunity to complete assessments missed and gain credit within a negotiated time frame
- recognition of comparable achievement will be given and credit applied.

All subject changes depend upon the ability of the school to provide for the change, and must have parental support. Course changes must be organised through the appropriate Deputy Principal. Course changes will not take place after **Week 3** of each semester, however, students may change to subjects where a legitimate and valid reason can be provided.

Where a student changes school during a school year, credit for the completion of work in the same subject may be given upon the supplying of appropriate evidence. It is the students' responsibility to produce this for teachers.

#### *SENIOR SCHOOL – CHANGING A COURSE UNIT/PROGRAM*

It is the school's decision that students will not change courses after **Week 3** of each semester. The school will **only** consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the Principal or their nominated representative. Where a student changes school during a school year, credit for the completion of work in the same course unit/program will be given when the student and/or previous school supplies appropriate evidence. The class teacher will provide students with a course and assessment schedule. Students need to be aware that they will be disadvantaged by late arrival in a course and so should seek necessary changes as early as possible. Any late changes will be dependent on student numbers in relevant classes.

### 1.14 SECURITY OF ASSESSMENT TASKS

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

### 1.15 EXAMINATIONS

When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

Written examinations will be conducted for all Year 10 students in **Weeks 4 - 6** of Term 2 and in **Weeks 4 - 6** of Term 4. These examinations will assess skills and knowledge in a range of subjects and will be used as an indicator of potential to successfully undertake courses in Year 11. Students who are on suspension at the time of the examination are still required to sit the exam and leave school grounds immediately after. School uniform must be worn. There may also be examinations for other year groups (ie 7-9) towards the end of each semester, but students will be notified of these in the course and assessment outline.

#### 1.15.1 ATTENDANCE

Students must attend scheduled examinations. Students who miss an examination shall not be permitted to sit the exam at another time and a mark of zero will be recorded unless a Sickness/Misadventure Form is filled in within three days of the student missing the exam. This form will need to be approved before a mark is calculated. Students who miss an exam for a medical reason must provide a medical certificate from a doctor.

As outlined in the School Curriculum and Standards Authority WACE Manual, participating in family holidays is **NOT** considered as an exceptional circumstance. Parents/guardians should contact the appropriate Deputy Principal if students miss an examination for any reason. Students must fill out a Sickness/Misadventure Form available from the school when any exam is missed.

In the case of those who can provide:

- ❖ a medical certificate OR
- ❖ another explanation acceptable to the Deputy Principal, an adjusted assessment which does not penalise the student will be made in the determination of the final result for the course/subject concerned.

### 1.15.2 STUDENT ACHIEVEMENT

Students will not be given any additional consideration where they have failed to read instructions, including misreading examination timetables. Where there is an error in an examination or test paper, or an scheduled assessment is impacted by a catastrophic event, and it is determined by the Deputy Principal and relevant HoLA that students may have been disadvantaged by this error, all students will be given the same consideration e.g. it may be determined that all students sitting the examination/test will be given full marks for a question with an error even though this may not have a consistent impact on students' final marks. The adjustments applied, if any, are at the discretion of the HoLA and Deputy Principal.

### 1.15.3 BREACH OF EXAMINATION RULES

Collusion between candidates will result in cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.

Possession of unauthorised materials in the examination room will result in cancellation of all or part of a candidate's paper where unauthorised materials are relevant to the subject being examined

Markings on authorised materials in the examination room will result in cancellation of whole or part of a candidate's paper where markings on authorised materials are relevant to the subject being examined.

## 1.16 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 Principal will choose the specific times and dates during Weeks 4-6 of Term Two to administer the test. Teachers must ensure that the identified content is taught prior to the administration of the EST. The syllabus content of the ESTs will be communicated to teachers during September of the previous year. Teachers are responsible for marking the ESTs in accordance with the Authority-provided marking key and by the Authority's designated date.

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 the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST 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 that the Authority requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks.

## 1.17 ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

Students must demonstrate minimum standards of literacy and numeracy to be eligible for a WACE.

The minimum standards of literacy (reading and writing) and numeracy encompasses the skills that are considered essential for individuals to meet the demands of everyday life and work. The required skills are

identified in the ***Australian Core Skills Framework*** (ACSF) at Level 3. The Authority will report on the achievement of the minimum standards of literacy and numeracy for each student in the Western Australian Statement of Student Achievement (WASSA) on exiting Year 12.

Students can demonstrate the minimum standards of literacy and numeracy through performance in either the:

- National Assessment Program Literacy and Numeracy (NAPLAN) Year 9, or the
- Online Literacy and Numeracy Assessment (OLNA). The OLNA is an online assessment that is accessed through a web-based delivery platform.

The OLNA has three assessment components – Reading, Writing and Numeracy. The reading and numeracy components comprise 45 multiple-choice questions. Students have 50 minutes to complete each component. The writing component is an extended response of up to 600 words. Students are allowed 60 minutes to complete this component.

The OLNA is administered in March and September each year. Throughout Years 10, 11 and 12, students will have up to six opportunities (two per year) to demonstrate the minimum standard of literacy and numeracy. Once results have been released, the school will inform the students and parents via a letter, which will also include the respective students' diagnostic report. The staff will work with the student on the aspects identified to help them achieve the standard.

Narrogin SHS will provide students with an opportunity to become familiar with the test-delivery website functionality and the types of questions they can expect. Students will receive immediate feedback on selected responses in the reading and numeracy components. The Practice tests include:

- a set of 20 multiple-choice questions for reading
- a set of 20 multiple-choice questions for numeracy
- one writing prompt.

Students have 20 minutes to complete each component.

### 1.17.1 Postponing the OLNA

Students with a language background other than English or temporary disability, illness or short-term impediment to performance may postpone sitting the OLNA. A student must, however, meet the minimum literacy and numeracy standards to be eligible to achieve a WACE.

### 1.17.2 Students with disability

Students with diagnosed disability, impairment, illness or impediment may require adjustment to the standard test conditions. Evidence of the diagnosis is required for approval of the adjustment. Adjustments are made to enable access to the OLNA on an equivalent basis to students without disability, impairment, illness or impediment to performance. For types of adjustments, please refer to ***Disability Adjustment Guidelines***, <http://wace1516.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>

## 1.18 STUDENTS WITH SPECIAL NEEDS

The school will ensure that students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority WACE Manual procedures. Students in Middle School with special needs are able to apply for special examination/assessment arrangements. Any queries should be directed to the relevant Deputy Principal.

### 1.18.1 MODIFIED CURRICULUM

For some students, differentiation of the curriculum is required to cater for their individual learning needs.

If there is a legitimate reason for a student to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), schools negotiate any variation to the Western Australian curriculum with the student and her/his parents/carers, and document the decisions made (for example, a documented individual education plan and documented learning plan).

Schools use discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia [ABLEWA]), detailed in the *Outline*, for planning for teaching students with disability and additional learning needs.

Schools use discretion in regard to the use of the *EAL/D Progress Map* when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.

### SENIOR SCHOOL

The school will ensure that students with special education needs are catered for in an appropriate way and in accordance with SCSA's guidelines. If a student requires additional assistance to complete assessment tasks, they are provided with special consideration and/or arrangements which are consistent with those provided in WACE examinations conducted by the School Curriculum and Standards Authority. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments* (cp. 1.13.2 for hyperlink), which can be accessed from the Authority website. Adjustments, depending on the individual students' 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 special needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

## 1.19 ENGLISH LANGUAGE COMPETENCE

Where a student has NOT met the WACE English Language Competence requirement by gaining a C-grade in any English, Literature and/or English as an Additional Language/Dialect course unit, the school will allow the student to submit a selection of work samples to demonstrate their literacy. A panel, consisting of the Senior School Deputy Principal, the Year 12 Year Leader and the HoLA of English, will evaluate the student's work samples presented during the English course duration, together with their English assessments, using the criteria and exemplars provided in the guide to WACE English Language Competence on SCSA's website.

## 1.20 REPORTING & PARENT COMMUNICATION

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student in a timely manner. Parents will be informed about a student's progress regularly. Students and parents/guardians will be informed when it is identified that the student is at risk in a subject.

### 1.20.1 FORMAL REPORTS

In accordance with policy requirements, teachers report to parents formally each semester using grades. These are standardised reports identical for every school reflecting the Department of Education priority of a common approach to reporting. Student academic achievement is reported in grades from A-E in the learning areas studied as well as students' attitude, behaviour and effort. The report also has provision for teacher comment.

### 1.20.2 OTHER

In addition, Year 7 and Year 9 students are issued with a separate report giving important information on their performance in spelling assessment and national tests in literacy (language conventions, writing and reading) and numeracy (NAPLAN). Year 10 students, unless pre-qualifying for the Online Literacy and Numeracy Assessments (OLNA), will also sit three tests (Numeracy, Reading, Writing) in two sittings (March, September).

### 1.20.3 ABE (Attributes, Behaviour, Effort)

Parents are notified that the school has changed the ABEs used to report on student attributes, behavior and effort. These now reflect the school's values. In both Middle and Senior school these are:

1. Demonstrates Responsibility
2. Shows Respect
3. Displays Tolerance
4. Works to the best of his/her ability

## 1.20.4 REQUIREMENTS

| LEARNING AREAS                        | REPORTING REQUIREMENTS   |
|---------------------------------------|--|
| <b>English</b>                        | Schools report one grade (A–E) as a minimum for English.   |
| <b>Mathematics</b>                    | Schools report one grade (A–E) as a minimum for Mathematics.   |
| <b>Science</b>                        | Schools report one grade (A–E) as a minimum for Science.   |
| <b>Humanities and Social Sciences</b> | Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.  |
| <b>Health and Physical Education</b>  | Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.  |
| <b>Languages</b>                      | Schools report one grade (A–E) as a minimum for Languages.   |
| <b>Technologies</b>                   | <p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year, two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.</li> </ul>      |
| <b>The Arts</b>                       | <p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.</li> </ul> |

### SENIOR SCHOOL

Teachers will notify HoLA immediately and parents when it is identified that the student is at risk of:

- achieving a D or E grade.
- not predicted to achieve 50 in any ATAR course.
- in certificate courses where a student has not completed a UoC and is therefore at risk of not completing the full qualification.

Parents will be regularly informed about a student's progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the course unit/program requirements and receiving a U or E grade.
  - a "U" is awarded to a student who has not had an opportunity to complete the assessment program and there is insufficient evidence to make an on-balance judgement of all the outcomes. A "U" cannot be awarded to Year 12 students in Semester 2 unless the student is returning to Year 12 the following year to complete the unit.
  - Parents must be immediately informed in writing when a "U" is likely to be awarded.
  - Staff must negotiate with HoLA if any student is to be awarded a "U".
- meeting WACE requirements
- progressing in certificate courses where a student has not completed a UoC and is therefore at risk of not completing the full qualification.

Students will receive a Semester 1 and Semester 2 report including a mark, grade and examination mark where appropriate. The letter grades A, B, C, D and E are derived from the assessment of a student's work throughout the year. These grades are submitted by the school to SCSA for inclusion on the Western Australian Certificate of Education (WACE). These may also be used as part of the TAFE selection process.

All WACE course students are awarded both a grade and a score out of 100 for the practical component. There is also a compulsory external examination for all final year students in General and Foundation courses. Exemptions may be granted by Curriculum Council.



### 1.21 FAILURE TO MEET COURSE REQUIREMENTS

Students are required to achieve a minimum of eight C grades across their Year 11 units, and be on track to complete their VET certificate courses, in order to qualify for automatic promotion to Year 12. If students are on track to complete their VET certificates the number of C grades is reduced. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Deputy Principal or the VET Coordinator. Students may be required to:

- repeat Year 11
  - make changes to their course selections for Year 12
  - engage in alternative pathway, such as enrolling with a State Training Provider or employment.
- Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student

### 1.22 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 Narrogin SHS with evidence of all completed assessment tasks. The Deputy Principal will 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 Narrogin SHS]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan 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.

### 1.23 RELEVANT DOCUMENTS

Other relevant documents pertaining to Assessment or Curriculum can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au). Please see [Pre-primary to Year 10: Teaching, Assessing and Reporting Policy](#).



# SENIOR SCHOOL ASSESSMENT

## APPLICATION FOR EXTENSION

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

Form: \_\_\_\_\_

Class: \_\_\_\_\_

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

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

Assessment Number/Title: \_\_\_\_\_

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

I wish to apply for an Extension for my child for not meeting a set deadline. He/she will be unable to meet the deadline because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THIS FORM MUST BE COMPLETED PRIOR TO THE DUE DATE**

Parent/caregiver signature: \_\_\_\_\_

**PLEASE NOTE:**

- 1 This extension will only be granted when there is justifiable reason for missing the deadline.
- 2 Repeated requests for extensions will be subject to review, which may require a parent interview.

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

Need review:  Yes  No  Refer to Year Leader



# SENIOR SCHOOL ACADEMIC REVIEW

## YEARS 10-12 REFERRAL

Dear Teacher

Please identify and refer students who require counselling. Refer all students you believe to be at risk of **not achieving as they should/could** and **those at risk of failing**.

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

Student: \_\_\_\_\_

Year: \_\_\_\_\_

Course: \_\_\_\_\_

Referred By: \_\_\_\_\_

Learning Area: \_\_\_\_\_

-----  
**ACTION ALREADY TAKEN:**

- |  |  |
|--|--|
| <input type="checkbox"/> Varied teaching and learning strategies | <input type="checkbox"/> Meeting about student with other staff  |
| <input type="checkbox"/> Other                                   | <input type="checkbox"/> Parental contact ( <i>Please tick</i> ) |
| <input type="checkbox"/> Individual Education Plan (IEP)         | <input type="checkbox"/> Negotiated assessment deadlines         |

**AREAS OF CONCERN**

- Behaviour (lack of engagement in learning, not working to potential)  
Comments:

\_\_\_\_\_  
\_\_\_\_\_

- Attendance  
Comments:

\_\_\_\_\_  
\_\_\_\_\_

- Overdue Assignment  
Comments:

\_\_\_\_\_  
\_\_\_\_\_

- Lack of ability in subject  
Comments:

\_\_\_\_\_  
\_\_\_\_\_



# SENIOR SCHOOL ASSESSMENT POLICY RETURN SLIP

We have read and understand Narrogin Senior High School's Whole School Assessment Policy, and especially the sections relating to Senior School Assessment.

We agree to abide by this policy and work with our son/daughter and the school to provide the best possible support during this period of time.

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

Student Signature: \_\_\_\_\_

Parent/Caregiver Name: \_\_\_\_\_

Parent /Caregiver Signature: \_\_\_\_\_

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

**RETURN THIS TO YOUR YEAR LEADER**