



Assessment and Reporting Policy

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Stuart Chisholm

Policy Details and Document Management

Author: Stuart Chisholm

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Preamble

Northshore Christian Grammar School 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 Northshore. 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 in Northshore Christian Grammar School.

Context

Northshore 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. Sub school 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:

- Assessment should be an integral part of Teaching and Learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet their specific purposes
- Assessment 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. Assessment usually takes place at the beginning of a teaching and learning program (diagnostic), during the program (formative) and at the end of the program (summative).

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. Other diagnostic assessments used at Northshore Christian Grammar School may include, but are not limited to:

- Phonological Awareness (Kindy) and Spelling (Pre-Primary to Year 6) - PLD Assessment Tools
- Reading - Junior Primary Sparkle (DRA), Upper - DIBELS
- Reading Comprehension Years 1-6 - CARS & STARS
- Essential Assessment in Maths - Years 1-6
- Bonds Blocks - Years 1-2
- PAT (Numeracy, Reading, Writing and Spelling) - Years 7-10
- NAPLAN - Years 3, 5, 7 and 9
- Online Literacy and Numeracy Assessment (OLNA) - Years 10-12
- Pre-tests

Formative Assessment (assessment during 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 work improves.

Summative Assessment (assessment of learning)

Northshore acknowledges assessment is used for Summative purposes but should always be formative. Therefore, 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 pre-determined standards. The specific requirements, policies and procedures for each sub school are outlined later in this document. It is essential that all students complete all summative tasks to the best of their ability in order to make an accurate evaluation of their achievement.

Students on Individual Education Plans, 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). Informal reports may be provided throughout the year in a variety of ways and for a variety of reasons. More information on reports may be found in the sub school sections below.

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. The National Quality Standards (NQS) specifically delineates requirements for Kindergarten students. This policy will give a general introduction to assessment and reporting at Northshore Christian Grammar School. More specific information for each of the three sub schools is available in the 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 assessment tasks, homework and providing feedback to progress learning.

Procedures

Assessment and Reporting Procedures vary between different Sub-Schools. 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

Heads of Sub Schools

Appendix 1: Northshore's Early Years Assessment Policy

Northshore's Early Years Assessment Policy will

- Inform and improve the teaching and learning cycle.
- Use the EYLF and WA Curriculum as a basis for forming all feedback including Semester reports.
- Promote parent partnership.
- Ensure consistency of teacher judgements.
- Enable monitoring of student progress.
- Identify student strengths, as well as weaknesses.
- Provide feedback to parents, teachers and students on their performance and progress.
- Provide feedback on student performance to support future planning.

OUR ASSESSMENT WILL BE AN INTEGRAL PART OF TEACHING AND LEARNING

1. Assessment will form the basis of the initial starting point of our individual programming in the English and Maths curriculum areas.
2. Assessment will inform our teachers and parents of children's initial knowledge and understanding in all learning areas and their ongoing progress.
3. Assessment should be carefully constructed to enable judgments to be made about students' progress in ways that contribute to ongoing learning.
4. The principles and practices of the EYLF are considered an important part of decisions made in the choice and deliverance of assessments.

OUR ASSESSMENT SHOULD BE EDUCATIVE

1. Assessment should provide feedback that assists students in learning and informs teachers' planning.
2. Assessment criteria should be made explicit to individual students allowing staff to focus on what each student has achieved and provide feedback about their progress.

OUR ASSESSMENT SHOULD BE FAIR

1. Assessments will respect diversity.
2. Assessments should consider the child's well-being on the day of assessment.

OUR ASSESSMENT SHOULD BE DESIGNED TO MEET STUDENTS' SPECIFIC NEEDS

1. Assessment is designed to assess where the children are in their learning and inform subsequent teaching.

OUR ASSESSMENT SHOULD LEAD TO INFORMATIVE REPORTING

1. Assessment is used to inform parents of their child's learning, thus promoting parent partnership.
2. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers.

OUR ASSESSMENT SHOULD LEAD TO SCHOOL WIDE PROCESSES

1. Assessments will be used to help determine staff professional development, school improvement plans and future school programs.

Appendix 2 – Assessment and Reporting Primary School

ASSESSMENT & REPORTING IN PRIMARY SCHOOL

Formal Primary School Reports provide a summary of a child's achievement, attitude, behaviour, effort and progress in academic, personal and social learning. 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:

Yr 3 – Yr 6:	A	B	C	D	E
PP – Yr 2	Excellent	High	Satisfactory	Limited	Very Low

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

3. OVERALL LEARNING AREA ACHIEVEMENT DESCRIPTORS

A/Excellent	Demonstrates <u>excellent</u> achievement of expectations for this year level.
B/ High	Demonstrates <u>high</u> achievement of expectations for this year level.
C/ Satisfactory	Demonstrates <u>satisfactory</u> achievement of expectations for this year level.
D/Limited	Demonstrates <u>limited</u> achievement of expectations for this year level.
E/ Very Low -	Demonstrates <u>very low</u> achievement of expectations for this year level.

4. 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:

Yr. 1-6	Consistently	Usually	Sometimes	Seldom
PP	Well Developed	Expected	Developing	

As detailed in the [Report Explanation Descriptors](#), the school 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 a modified curriculum/Individual Education Plan (IEP) to be assessed against their Individual Achievement Goals. Their modified school report uses the Individual Achievement Ratings scale of: Emerging, Developing and Well Developed.

Primary School Semester 1 and 2 reports reflect both WA Curriculum year group standards and references Individual Learning Plan Achievement Goals where applicable. Teachers implemented IEPs 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 Education Plan focuses on the specific goals, strategies and curriculum adjustments required to support a student's learning profile.

Provisions within an IEP 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.

Appendix 3 – Assessment and Reporting Yr. 7-10

ASSESSMENT AND REPORTING: YEAR 7-10

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

1. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result).
- attempt all in-class assessment tasks on the scheduled date and submit extended assessment tasks by the due date.
- 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.
- Requests for extensions must be at least 2 days before the due date. It is up to the discretion of the teacher to grant the extension if deemed necessary.

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 and assessment schedule.
- 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 school's database.
- meet School timelines for assessment and reporting.
- inform students and parents of academic progress.

3. PARENTAL RESPONSIBILITIES

We seek to foster open relationships with parents based on clear, comprehensive and accurate information, communicated through formal and informal reporting processes. We seek the partnership of parents in:

- monitoring assessment task dates,
- encouraging and supporting children to regularly revise course content and to prepare for upcoming assessment tasks,
- fostering a positive 'can do' attitude in your child,
- monitoring your child's use of technology,
- communicating any complexities in life that may affect your child's achievement in a particular task,
- and attending formal and informal school events.

4. INFORMATION PROVIDED TO STUDENTS

Before a unit of work begins, the teacher will provide students with a copy of a Student Term Overview which describes:

- the content from the curriculum and the sequence it will be taught
- the approximate time allocated to teach aspects of the curriculum
- an assessment schedule; as part of the overview or as a separate document
- the approximate timing of each assessment task. Either
 - the week in which each assessment task is planned OR
 - the start week and submission week for each extended task

Note: Students can request a document hard copy of from their teacher.

5. ASSESSMENT NOTIFICATIONS

Assessment notifications provide specific information about each assessment task. They follow a standardised format for simplicity and consistency and are issued at least one week (7 days) before a task is due. Assessment notifications describe:

- the nature and requirements of the task
- the weighting of the task and/or 'marks out of'
- the due date and/or the timing and duration of the task
- learning being assessed and the success criteria

Assessment notifications may also include resources to assist students to prepare for a task. Assessment Notifications should be provided to students and also communicated to parents through the email using the school system TASS.

6. ASSESSING STUDENT ACHIEVEMENT

The Western Australian Curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which are used to plan student learning programs, assess student progress and report to parents. In each subject, assessment tasks are used to monitor progress, provide feedback to students about their learning, and to provide a grade based on SCSA guidelines and judging standards.

- Where possible, assessment tasks will be spread evenly across the year.
- The requirements for each assessment task will be clearly described in an assessment notification (see Section 5).
- It is expected that marked tasks will be returned within 2 weeks.
- Task results are uploaded to the school's 'Parent Lounge' and 'Student Café' portals
- Communication of significant improvement and excellence is highly encouraged.
- Where a student does not achieve a satisfactory result or does not meet individual learning goals, parents will be notified.

Most assessment tasks will be completed in class and individually.

- Student achievement in out-of-class tasks may be validated for authenticity.
- Where students are required to complete assessment tasks as part of a group, processes for identifying individual student performance will be communicated in the Assessment Notification prior to the commencement of the task.

When completing assessment tasks students should:

- write using a pen in full sentences (unless otherwise directed).
- present work neatly and show working out and/or drafts where required.
- complete practical work to a high standard, demonstrating attention and due effort (including any accompanying written work).
- ensure that they do not exceed the specified word limit by more than approximately 10%. Where advantage is considered to have been gained where word limits have not been adhered to, additional work (above the specified limit) will be disregarded for the purposes of assessment.

Throughout years 7-10, students will complete a maximum of 10 -12 formal assessments in each core subject (Mathematics, English, Science, HASS) per year. This will include a written examination which will be held towards the end of each Semester for Year 8 - 10.

- Year 8 examinations are 1 hour in duration
- Year 9/10 examinations are 1.5 hours in duration
- Examination results are not communicated until all examinations are complete.

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 Learning Support Coordinator (See Section 7).

7. 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 Individual Education 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's website.
- Adjustments, depending on the individual student's education needs, can include special equipment, separate supervision, provision of a scribe and/or reader, rest breaks or additional time to complete the task.
- It is a student's prerogative to decide whether to use approved adjustments.
- The provision of adjustments for individual students is reviewed annually

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.

8. ABSENCES, NON-COMPLETION AND NON-SUBMISSION

Students are required, to attempt all in-class assessment tasks on the scheduled date and to 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 Dean of Department or Head of Curriculum.

Where sickness, injury or significant personal circumstances prevent a student from completing an assessment task, the student (or the parent or guardian) must discuss the matter with the teacher at the earliest opportunity and ideally before the scheduled or due date.

- The school will determine whether the reason is acceptable.
- Students may be required to submit a medical certificate for any absence from a formal assessment.
- Illness or misadventure, during an in-class assessment task or for a lengthy time preceding a task, will be addressed with compassion on a case-by-case basis and in consultation with the class teacher and Head of Secondary.
- 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).
- Where a catastrophic event (e.g., a pandemic) affects delivery of the learning program, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

Acceptable Reason

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is deemed to be acceptable by the school, the teacher will:

- negotiate an adjusted due/completion date (soon after the student's return), **or**
- schedule an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- cancel the task and re-weight the student's marks for other tasks (provided sufficient evidence exists to meet SCSA requirements assign a grade).

An extension may be sought for such reasons as prolonged illness, representation at a sporting or cultural event, family circumstances and bereavement. All extensions should be sought from the teacher before the due date.

When assessment tasks are returned, students should expect to receive explicit feedback about their performance and what to do for the next step in their learning.

Students will usually be required to complete all tasks regardless of late submission or absence, to demonstrate their competence and give teachers feedback about the next steps in learning.

Unacceptable Reason

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 without an acceptable reason following will apply:

- 5% reduction in the mark (if submitted one school day late), or

- 10% reduction in the mark (if submitted two school days late), or
- 15% reduction in the mark (if submitted three school days late), or
- 20% reduction in the mark (if submitted four school days late), or
- a mark of zero (if submitted more than five school days late or not submitted).

Where an in-class assessment task is missed and the student does not provide an acceptable reason, the student will receive a mark of zero.

It is the responsibility of the student to print summative tasks at home before submission. No allowance will be made for failed technology including printers. Students are encouraged to back up their work.

9. REPORTING STUDENT ACHIEVEMENT

The school formally reports academic achievement at the end of each Semester. Reports include:

- a Course Grade based on SCSA guidelines and judging standards
- Strand Grades (for English, Maths, Science and HASS)

Grades are awarded as follows:

Grade	Standard of Achievement
A	Excellent Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Inadequate Achievement
IEP	Individual Education Plan: Indicates that the student is on an IEP and will receive a separate Modified Report.
N/A	Not Applicable: Recent enrolment or exemption from assessments due to confirmed circumstances.

Reports also include feedback about a student's organisation, participation, behaviour/ cooperation, working to capacity, attitude to learning and completion of set tasks

Reports are available online through the TASS Parent Lounge. Parents can access reports using a password, through the portal link on the school's website.

10. 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 any work which is:

- prepared or substantively contributed to by another person (e.g., student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source.

- paraphrased or summarises 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 Dean of Department.

This includes the unauthorised use of Artificial Intelligence (AI), which will be classified as plagiarism. Teachers will provide clear instructions on acceptable and unacceptable use of AI tools on any type of evaluation.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded, or plagiarised, contact with the parent will be made to explain which one of the following penalties will apply:

- 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.

11. REVIEWING MARKS AND GRADES

If a student considers that there is an issue with 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 the issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the Dean of Department or Head of Curriculum.

Appendix 4 – Assessment and Reporting Yr. 11-12

ASSESSMENT AND REPORTING: YEAR 11-12

This procedure is provided to all senior secondary students at Northshore Christian Grammar School 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. 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:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result).
- attempt all in-class assessment tasks on the scheduled date and submit extended assessment tasks by the due date.
- 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)
- 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, revise and/or learn misunderstood concepts.
- Maintain a file of assessments for each student (See Section 9).
- maintain accurate records of student achievement on the schools Database.
- meet School and external timelines for assessment and reporting.
- inform students and parents of academic progress, as appropriate.

3. INFORMATION PROVIDED TO STUDENTS

Before teaching starts, the teacher will provide the following documents to students (in hard copy and also through the school's 'Parent Lounge' and 'Student Cafe' portals and/or 'OneNote' platform).

- 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 from their teacher a hard copy of these documents.

4. ASSESSING STUDENT ACHIEVEMENT

At Northshore Christian Grammar School, Year 11 are enrolled in semester units and 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 (see Sections 5 for details).
- an Externally Set Task for Year 12 General and Foundation courses (see Sections 6 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.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Although 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 that must be completed by a group of students. Where students are required to complete assessment tasks as part of a group, processes for identifying individual student performance will be communicated in the task (or task brief) prior to the commencement of the task.

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. 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 exam 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 all written examinations are 3 hours duration except for courses with a practical, performance or oral component which are 2.5 hours plus a separate practical, performance or oral examination.
- The examination timetable is issued to students three weeks before the start of the exam period.

Examination rules (listed below) are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room

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 school 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 school 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 school, 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 must 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 school to submit the EST marks, then the school 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 school 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 any work which is:

- prepared or substantively contributed to by another person (e.g., student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source.
- paraphrased or summarises 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 Dean of Department. This includes the unauthorised use of Artificial Intelligence (AI), which will be classified as plagiarism. Teachers will provide clear instructions on acceptable and

unacceptable use of AI tools on any type of evaluation.

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 beyond reasonable doubt that a student has cheated, colluded, or plagiarised, one of the following penalties will apply:

- 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 course at the school 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 all students involved will be penalised.

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 will be penalised.

Where the school uses the same assessment task as another school/s, 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 school establishes an assessment file, containing all marked written assessment tasks for each student for each course/program. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). Students have access to this file for revision purposes at any time, but they must return the file to the course teacher after the revision period.

All assessment material is required by the teacher when assigning grades at the completion of the pair of units.

The Authority may request access to these assessment files for moderation purposes. Consequently, student files are retained by the school until the school's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4. After this time, all assessment tasks are available for collection. All materials not collected by the end of the school year are securely destroyed.

The school 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 communicated to students and parents.

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 Head of Pastoral Care and Learning Support Coordinator.

- These adjustments will be consistent with those described in SCSA's *Guidelines* for disability adjustments for timed assessments (available from the SCSA website).
- Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time.

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.

12. COMPLETION OF A PAIR OF UNITS

A grade (A, B, C, D or E) is assigned for each pair of units or 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 Dean of Department or Head of Curriculum.

Where health issues or other personal circumstances 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 school will determine whether the reason is acceptable (see Section 13 below for details).

Students may be required to submit a medical certificate for any absence from a formal assessment.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school (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 school (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).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the school (see Section 13 below for details) the student will receive a mark of zero.

13. 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:

- 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 school before 8:25 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- provide a medical certificate if requested by the school.

Where the student provides an acceptable reason 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 (generally, within two days of the student's return), or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- cancel the task and re-weight the student's marks for other tasks in that assessment type (provided sufficient evidence exists in the other tasks completed to meet SCSA requirements 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).

Where a catastrophic event (e.g. a pandemic) affects delivery of the learning program, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

14. TRANSFER BETWEEN COURSES AND/OR UNITS

Students who commence a pair of units late, are 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 Curriculum and Academic Coordinator. 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 Northshore, 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 the preceding year.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's WACE Manual.

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 appropriate, for the unit into which the student is transferring. These marks will be statistically adjusted 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 develop an Individual Learning Plan for the student, showing the work to be completed and/or an adjusted assessment outline. These 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 evidence of all completed assessment tasks. Northshore Christian Grammar School 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 Curriculum will:

- determine how 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 Northshore Christian Grammar School.]
- 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 will develop an Individual Learning Plan 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 school reports student achievement at the end of Term 1, Semester 1 and at the end of Semester 2. The 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 Results, 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 Results

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 school.

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 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 Dean of Department.

The student or their parent/guardian can request that the school 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 school's 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.

18. PROCEDURE

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 Dean of Department.

1. Upon receiving the appeal, the Dean of Department will investigate.
2. The teacher will supply the Dean of Department with the 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 Dean of Department will complete an assessment of the appeal and write a report with their findings.
5. The Dean of Department will contact the student and parent/guardian to report on the result of the appeal.
6. If the appeal is successful, the student's results will be amended.

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 Head of Curriculum 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 school 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 class teacher 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: _____
