



Assessment & Reporting School Based Procedure

1. Aim

The aim of this procedure is to ensure the education curriculum is consistent with Church, system, state and federal government legislation and regulations, and curriculum bodies. The procedure sets out student assessment and reporting processes in line with School Curriculum and Standards Authority (SCSA) requirements.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum, Assessment and Reporting

2. Scope

This protocol applies to all students, parents and staff

4.Procedure

Principles

Assessments are an integral part of the learning process and must be:

1. Valid providing sound information on the ideas, processes, products and values expected of students
2. Educative making a positive contribution to student learning
3. Explicit so that the basis for judgements is transparent and shared
4. Fair to all students and not discriminatory on grounds that are irrelevant to the achievement of the outcome
5. Comprehensive, making judgments on student progress from multiple sources of evidence

Assessing student work and performance is a demanding and time-consuming task. When making judgments about student achievement, teachers must adopt practices that conform to the requirements of the *Western Australian Curriculum and Assessment Outline* or *WACE*.

Assessment is an important part of the learning process and will be used by teachers in order to:

- Monitor the progress of students
- Adjust teaching and learning programs to ensure all students have the opportunity to achieve the intended learning outcomes
- Develop subsequent learning programs
- Accurately report student achievement to parents
- Contribute to whole-school planning, reporting and accountability procedures

Lumen Christi College ensures the following practices:

- High quality of assessment tasks
- Appropriateness and reliability of assessment tasks
- Relevance of assessment tasks
- Appropriate frequency of assessments
- Timely information provided to students prior to assessments
- Timely and informative feedback given following an assessment

Regard shall be given to:

- Students at educational risk
- Students with disabilities; and/or

Students with specific learning needs

Any modified assessment provisions will be guided by *The Disability Standards for Education 2005 Guidance Notes* which clarify the obligations of education and training service providers under *The Disability Discrimination Act 1992* and the rights of people with disabilities in relation to education and training.

Reporting

The College will:

- Use plain language to report to parents/carers on the achievements of students in terms of the Western Australian Achievement Standards. Such reports will be provided:
 1. **Formally**, in an end of semester report using a five-point scale and during Term 1 providing feedback on student learning attributes. The components of the formal semester report will meet the policy standards for teaching, assessing and reporting
 2. **Informally**, throughout the year in a variety of ways and for a variety of reasons
 3. **As requested from the student's parents/carers**, providing information on how a student's achievement compares with the student's peer group at the College
- Disseminate to parents/carers the reports from national and state-wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
- Submit to School Curriculum and Standards Authority (SCSA) end of Semester Two achievement descriptors/grades for individual students.

Implementation

The implementation of this Assessment & Reporting Policy is in conjunction with the Assessment & Reporting Guidelines.

Quick Reference Table

Years 7-12	
Situation	Action
Missed In-Class assessment due to approved absence	<p>Either:</p> <ul style="list-style-type: none"> Sit the assessment immediately upon returning to school up to and including one week following the scheduled date, (If students are absent due to medical reasons for more than one week, a medical certificate is required) or Receive a result reflecting their performance within the class calculated against other assessments (using the standardised score methodology calculated at the conclusion of the semester) or (Option for 7-10 only) Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning
Missed In-Class assessment due to unapproved absence	<ul style="list-style-type: none"> Sit the assessment immediately upon returning to school up to and including one week following the scheduled date, (HOY to follow up on students who frequently miss assessments, and in consultation with the DP, future missed assessments may be penalised by 30%. See below for calculation example.) or A mark of zero is recorded if absence is longer than one week
Missed due date or Late Out-of-Class assessment task due to approved absence	The Out-of-Class assessment task must be submitted on or before the date of return
Missed due date or Late Out-of-Class assessment task due to unapproved absence	<p>A penalty of 10% per day is applied up to a total of 50% (NB. Overdue over a weekend will be considered 2 days from Friday to Monday). In all circumstances, the Out-of-Class assessment task piece of work must be submitted.</p> <p>For example, a mark of 20/30, when a 10% penalty is applied, the mark will become $(20-2)/30 = 18/30$</p>

Appendix 1

Lumen Christi College Assessment Procedures for Upper School

Students, parents and teachers should be aware of their responsibilities in the assessment process. Year 10, 11 and 12 student assessments have guidelines set by the School Curriculum and Standards Authority (SCSA) to which all schools must adhere.

Responsibilities/Expectations

The College will ensure that each upper school student is given the Assessment/Study Planner, a course outline and clear assessment guidelines at the commencement of the learning program.

The student is responsible for:

- Familiarising themselves with the assessment procedures for each course
- Ensuring all assessments are completed by the required date
- Liaising with teachers concerning absence from class, extension requests and other issues pertaining to assessment

The classroom teacher is responsible for:

- Providing each student with an Assessment/Study Planner
- Providing each student with a course outline, assessment guidelines and, where feasible, a skeleton program at the commencement of the subject
- Ensuring the assessments are fair, valid and reliable
- Keeping records of student achievement
- Negotiating changes to deadlines
- Informing parents and students of progress if necessary
- Returning marked student work within a reasonable time that would normally not exceed two weeks

Where adjustments are made to the assessment schedule, students should have ample prior notice.

The parent/carer is responsible for:

- Checking assessment procedures
- Contacting the classroom teacher about concerns
- Monitoring the completion of Out-of-Class assessments
- Making extension requests in writing prior to the due date

General

1.

Assessment Deadlines:

An assessment schedule will be provided to each student at the commencement of the course. Students must do all possible to meet course deadlines.

Where a student is likely to experience difficulty meeting a deadline due to an exceptional circumstance, they must discuss the matter with the classroom teacher at the earliest opportunity before the due date. The request for the extension must be in writing from the parents and received prior to the due date. Extension of the due date is at the classroom teacher's discretion.

If a student is absent for an assessment, which is supported in writing by parents (missed examinations require a medical certificate), the student will be able to sit the assessment immediately upon returning to school up to and including one week following when the assessment was initially held. If the student does not return within one week, a medical certificate is required and they will receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Methodology).

If a student frequently misses assessments and the absence is not supported in writing by parents, the Deputy Principal may consider a deduction of 30% to be applied to future assessments.

If a student is absent when an assignment or practical piece of work is due to be submitted and this absence is supported in writing by their parents, the assignment or practical piece of work must be submitted on the date of return.

If a student is absent when an assignment or practical piece of work is due to be submitted and the assignment or practical piece is not submitted on the date of return, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

If a student does not submit an assignment or practical piece of work when it is due to be submitted, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

It is the responsibility of the classroom teacher in consultation with the Head of Learning Area (HOLA) to monitor and manage the adherence to assessment deadlines.

If a student undertaking a certificate course is absent when an assignment or practical piece of work is due to be submitted and the assignment or practical piece is not submitted on the date of return, the highest competency level that can be achieved is 'satisfactory'. In all circumstances, the assignment or practical piece of work must be submitted.

Pattern of Continual Absence from Completion or Submission of Assessments

While it is not unusual for a student to miss an assessment for example, due to illness, a developing pattern of missed assessments compromises the integrity of the assessment program and the fair and reliable application of results for other students. Should such a pattern become evident, the Deputy Principal Middle/Senior School will contact parents, discuss the validity of the work being undertaken or submitted and discuss the possibility of a 30% deduction for any future missed assessments or late submissions.

Prolonged Absence

The College will endeavour to provide support for any student unable to attend school for an extended period due to illness or injury. In Year 11 and 12, the Schools Assessment and Standards Authority (SCSA) note that each course requires a minimum of 110 contact hours over the course of the year. If a student misses 15 days or more over the course of the year, they will significantly jeopardise their capacity to complete the course and graduate.

Holidays

Parents and students should be mindful that any holidays taken during the school term will have a detrimental effect on results and grades. While the College strongly recommends that students should not miss school due to family holidays, the College will endeavour to provide practical support for any student unable to attend school for an extended period due to this reason. However, it is the student's/parent's responsibility to liaise with his/her teachers and to fulfil all assessment requirements, if necessary, negotiating (beforehand) extensions to assessments which will be missed due to holidays. A family holiday is not a valid excuse for not completing assessment items.

2. Course Changes

When a student changes a course he/she must adhere to the conditions of the new course. Completion of missed assessment tasks shall be negotiated with the Head of Learning Area.

- Students will be given the opportunity to complete assessments missed and gain credit
- Students may be deemed exempt from missed assessments, provided they have an opportunity to complete an assessment in all assessment types and content areas

The relevant Head of Learning Area, in consultation with the teacher responsible for the course, will determine:

- The additional work, if any, to be completed
- The additional assessment tasks, if any, to be completed to enable a grade to be assigned

Transfer between courses and/or units

If a student commences a pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the relevant Deputy Principal. A meeting will be held with the student and the parent/carer to discuss the student's 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 Lumen Christi College, the deadline for student transfers in Years 11 and 12 is Friday of Week 5 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.

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*.

Transfer from another school

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to School Curriculum and Standards Authority's (SCSA) recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school.

This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to School Curriculum and Standards Authority (SCSA). The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to School Curriculum and Standards Authority's (SCSA) Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish.

3. Course Completion Requirements

The syllabus statement for each School Curriculum and Standards Authority (SCSA) course contains a standard definition of course completion requirements. The onus is on the student to complete the College's assessment program for the course. If the program is not completed, the student may not be awarded a grade. In this case the College will record a 'U' on the submission to SCSA. This means the student has not finished the unit. The unit will not appear on the student's Statement of Results. This may have consequences for their Secondary Graduation. Students and parents will be advised in writing of the reasons for this decision.

The usual procedure followed will be:

- Student informed and parent contacted
- Letter from the College/Principal to parent

3. Modification of Assessment Outline

When a student's specific educational needs or cultural beliefs do not allow them to complete a particular assessment task, the classroom teacher may modify the task in consultation with the Head of Learning Area.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the classroom teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The classroom teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

4. Authentication of Student Work Cheating, Collusion and Plagiarism

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not restricted to:

- Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Gaining a copy of an assessment prior to its release
- Presenting a response to an assessment which is not one's own work
- Communicating during a silent assessment task
- Using a mobile electronic device during an assessment

If a student is believed to have engaged in cheating, collusion or plagiarism, the classroom teacher in consultation with the Head of Learning Area (HOLA) investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student is provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the HOLA will inform the HOY/DP, the student and their parent/carer of the result of the investigation and the penalty.

The penalty imposed will be:

- If part of the assessment is plagiarised, the student will receive zero for that part, OR
- If the whole task plagiarised or cheating occurred during the in-class test, the student will be required to re-sit a make-up assessment afterschool, during Wednesday Detention. The make-up assessment may be similar or the same assessment as the original. The maximum result available to the student is 50% of their achieved mark (i.e., a student receives 64% in the make-up assessment, they will receive a 32% credit towards their ongoing aggregate) OR

- Low level breaches e.g., communicating during an in-class assessment. Discussion with teacher and/or HOLA about teaching appropriate behaviour in assessments - Record on SEQTA. Frequent offences may result in students receiving up to 50% penalty for the task, or that section of the task. OR
- Students who share their work or provide information to others which provide an unfair advantage: Lighthouse, inform parents and discussion with student and HOLA. Record on SEQTA. Frequent offences may result in students receiving up to 50% penalty for the task, or that section of the task.

Follow up meeting with HOLA and/or Deputy Principal may be appropriate for multiple offences.

Authentication of Out-of-Class assessment tasks

Student achievement in Out-of-Class assessment tasks is authenticated by the classroom teacher by using a range of strategies including, but not restricted to:

- Monitoring of student progress
- Use of a teacher-monitored log book to document stages in the development of the task
- Administration of the task in class with open access to reference notes
- Validation of achievement by an In-Class assessment task under test conditions
- Completion of the task partially at home and partially at school
- Requirement of a signed student declaration stating that all unacknowledged work is the student's own

Assessing individual performance on group tasks

The assessment of individual performance on a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while in the group situation. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the classroom teacher may choose to use various strategies including:

- Monitoring of group and individual progress
- Use of a teacher-monitored logbook to document the stages in the development of the task
- Peer evaluation

Plagiarism, appropriation and attribution

In this context, **plagiarism** means:

- Submitting, as one's own work, work that another person has completed
- Downloading artwork, graphics or other material from the internet and presenting it as one's own without acknowledgement
- Submitting work to which another person such as a parent, teacher or expert has contributed substantially. The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism but it is also a form of fraud if it involves significant and/or improper third-party assistance.

Students must attribute all appropriated, re-worked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the work, text and artist/creator/author must be included in the appropriate acknowledgement form and in the candidate's statement.

In this context, **Appropriation** means to take possession of something. Appropriation artists deliberately copy images to take possession of them in their art. They are not stealing or plagiarising. They are not passing off these images as their very own. Appropriation artists want the viewer to recognise the images they copy, and they hope that the viewer will bring all of their associations with the original image to the artist's new context. The deliberate 'borrowing' of an image for this new context is called 'recontextualisation'.

In this context, **Attribution** means something, such as a quality or characteristic, that is related to a particular possessor; an attribute; the act of attributing, especially the act of establishing a particular person as the creator of a work of art.

5. Security of Assessment Tasks

Students must not discuss the nature of the questions in test assessments with students from the other classes until after all classes have completed the task.

Discussion of the questions will be treated as cheating and the students will be penalised.

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

6. Retention and Disposal of Assessment Tasks

Although students are ultimately responsible for all of their marked assessment tasks and/or folios, both written and non-written, some Learning Areas may retain these items for the students. These tasks will be made available to the student for revision and checking purposes at all times. Those Learning Areas that retain these items will do so according to the guidelines in the WACE Manual.

7. Examinations

a. Regulations

Students must adhere to the regulations that pertain to each examination including the uniform dress code.

b. Attendance

Students should attend scheduled examinations. In exceptional circumstances alternative arrangements may be made. Participating in family holidays is not considered an exceptional circumstance.

8. Students with Additional Needs

The College will ensure that students with additional needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority (SCSA) guidelines.

Some students with additional needs may require modified assessments (either in presentation and/or content) as outlined in their Individual Education Plan/Curriculum Adjustment Plan. In collaboration with the Head of Learning Area - Learning Support, non-traditional assessment techniques (recording/interview/keynote presentation/podcast) will be employed as appropriate to the specific needs of these students.

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

9. Unforeseen Circumstances

In the case of assessments being affected by a catastrophic event, the College will assess the situation and take steps to implement alternative arrangements in consultation with School Curriculum and Standards Authority (SCSA).

10. Reporting

Students will be kept informed of their progress throughout their enrolment in a course. Parents will be regularly informed of a student's progress through the College reports.

Both students and parents will be informed when it is identified that there is a risk of the student not:

- Completing the course
- Achieving his/her potential, and/or
- Succeeding

Components of Written Reports

The College will provide plain language reports to parents/carers during Term 1 and at the end of each semester which:

1. Are readily understandable to those responsible for the student
2. Give an accurate and objective assessment of the student's progress and achievement
3. Include an assessment of the student's achievement in terms of the Western Australian Achievement Standards (semester report only)
4. Include, for subjects studied, an assessment of the student's achievement (semester report only):
 - a. In terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian Achievement Standards, and
 - b. In relation to the performance of the student's peer group
5. Include information about the student's Learning Attributes
6. Include additional information in the form of one comment from a Homeroom Teacher per annum (semester report only)
7. The interim report provided during Term 1 will include information about the student's Learning Attributes only

In some Semester One course units, the mark and grade will not be finalised until after the Semester Two examination (as this examination covers both units). In this case, an estimated mark and grade are reported at the end of Semester One.

Hence, results given for units on the Semester One report are interim and the College will allocate grades and marks (where appropriate) for all units on the Semester Two report. These results are provisional and not finalised until approved by School Curriculum and Standards Authority (SCSA) and the marks are subject to adjustment by SCSA.

11. Appeals

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a unit (or pair of units) they should, in the first instance, discuss the issue with the classroom teacher.

If an assessment issue cannot be resolved through discussion with the classroom teacher then the student (or parent/carer) should approach the Head of Learning Area (HOLA) of the course.

The Deputy Principal – Learning and Teaching will oversee the process and adjudicate on any issue proceeding beyond the Learning Area level.

If an assessment issue falls under the following categories then the student may lodge an appeal to School Curriculum and Standards Authority (SCSA).

- The College's assessment outline does not conform with syllabus requirements
- The College's Assessment & Reporting Policy does not conform with School Curriculum and Standards Authority (SCSA) guidelines
- The College's assessment procedures do not conform with its Assessment & Reporting Policy

12. Year 11 and 12 ATAR course 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 is included in 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 course examination.

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 examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below, are printed in the College Student Organiser and are available on the College intranet. These rules are based on those that are used by School Curriculum and Standards Authority (SCSA) 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 contains an error, or questions are based on content that is outside the syllabus, or there is a breach of security, the College will:

- Remove the question containing the error or based on content outside the syllabus, **or**

- Set a new examination if there is a breach of security that affects all students, **or**
- Penalise the students involved if there is a breach of security limited to only them (i.e., a mark of zero)

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the parent must contact the deputy principal senior school to explain the circumstances. The College will determine whether the reason is acceptable.

If the reason is acceptable to the College, an alternate date will be set or, 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.

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

13. Year 12 General and Foundation course externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

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

The EST is a 50-minute written assessment task developed by School Curriculum and Standards Authority (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 that School Curriculum and Standards Authority (SCSA) requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable.

If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task 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.

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

13. Learning Area Policies

A Learning Area may develop a policy and put into place procedures that will ensure the specific needs of the Learning Area are met. Such policies and procedures will complement the College Assessment & Reporting Policy.

Appendix 2

Lumen Christi College Assessment Procedures for Lower School

Responsibilities/Expectations

The student is responsible for:

- Familiarising themselves with the assessment
- Ensuring all assessments are completed by the required date
- Liaising with teachers with regards to any questions or issues

The classroom teacher is responsible for:

- Providing each student with a course outline and assessment guidelines
- Ensuring the assessments are fair, valid and reliable
- Keeping records of student achievement
- Negotiating changes to deadlines
- Informing parents and students of progress if necessary
- Returning marked student work within a reasonable time that would normally not exceed two weeks

Where adjustments are made to the assessment schedule students should have ample prior notice.

The parent/carer is responsible for:

- Checking/signing assessment procedures
- Contacting the classroom teacher about concerns
- Monitoring the completion of Out-of-Class assessments

General

1. Assessment Deadlines

Students must do all possible to meet assessment deadlines.

Where a student is likely to experience difficulty meeting a deadline due to an exceptional circumstance, they must discuss the matter with the classroom teacher at the earliest opportunity. Extension of the due date is at the classroom teacher's discretion.

In-Class Assessment Tasks

If a student is absent for an assessment, which is supported in writing by parents (missed examinations require a medical certificate), the student will be able to sit the assessment immediately upon returning to school, up to and including, one week following when the assessment was initially held. If the student does not return within the week they will either:

- Receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Methodology), or
- Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning

Out-of-Class Assessment Tasks

If a student is absent when an assignment or practical piece of work is due to be submitted and this absence is supported by an accompanying note from their parents, the assignment or practical piece of work must be submitted on the date of return, even if the student does not have that subject timetabled on the date of return.

If a student is absent when an assignment or practical piece of work is due to be submitted and this absence is supported by an accompanying note from their parents, and the assignment or practical piece is not submitted on the date of return, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

If a student does not submit an assignment or practical piece of work when it is due to be submitted, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

It is the responsibility of the teacher in consultation with the Head of Learning Area (HOLA) to monitor and manage the adherence to assessment deadlines.

Pattern of Continual Absence from Completion or Submission of Assessments

While it is not unusual for a student to miss an assessment for example due to illness, a developing pattern of missed assessments compromises the integrity of the assessment program and the fair and reliable application of results for other students. Should such a pattern become evident, the Deputy Principal will contact parents, discuss the validity of the work being undertaken or submitted and discuss the possibility 30% deduction for any future missed assessments or late submissions.

Prolonged Absence

The College will endeavour to provide support for any student unable to attend school for an extended period due to illness or injury.

Holidays

Parents and students should be mindful that any holidays taken during the school term will have a detrimental effect on results and grades. While the College strongly recommends that students should not miss school due to family holidays, the College will endeavour to provide practical support for any student unable to attend school for an extended period due to this reason. However, it is the student's/parent's responsibility to liaise with his/her teachers and to fulfil all assessment requirements, negotiating extensions to assessments which are missed due to holidays etc. A family holiday is not a valid excuse for not completing assessment items.

2. Out-of-Class Assessment Tasks

Teachers will use appropriate strategies to validate that the work submitted for assessment that has been completed in an out-of-class situation, is the student's own work.

3. Modification of Assessment Outline

When a student's specific educational needs or cultural beliefs do not allow them to complete a particular assessment task the classroom teacher may modify the task in consultation with the Head of Learning Area (HOLA).

When student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

4. Cheating, Collusion and Plagiarism

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not restricted to:

- Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Gaining a copy of an assessment prior to its release
- Presenting a response to an assessment which is not one's own work
- Communicating during a silent assessment task
- Using a mobile electronic device during an assessment

If a student is believed to have engaged in cheating, collusion or plagiarism, the classroom teacher in consultation with the Head of Learning Area (HOLA) investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student is provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the HOLA will inform the HOY/DP, the student and their parent/carer of the result of the investigation and the penalty.

The penalty imposed will be:

- If part of the assessment is plagiarised, the student will receive zero for that part, OR
- If the whole task plagiarised or cheating occurred during the in-class test, the student will be required to re-sit a make-up assessment afterschool, during Wednesday Detention. The make-up assessment may be similar or the same assessment as the original. The maximum result available to the student is 50% of their achieved mark (i.e., a student receives 64% in the make-up assessment, they will receive a 32% credit towards their ongoing aggregate) OR
- Low level breeches e.g., communicating during an in-class assessment. Discussion with teacher and/or HOLA about teaching appropriate behaviour in assessments - Record on SEQTA. Frequent offences may result in students receiving up to 50% penalty for the task, or that section of the task. OR
- Students who share their work or provide information to others which provide an unfair advantage: Lighthouse, inform parents and discussion with student and HOLA. Record on SEQTA. Frequent offences ay result in students receiving up to 50% penalty for the task, o that section of the task.

Follow up meeting with HOLA and/or Deputy Principal may be appropriate for multiple offences.

6. Students with Additional Needs

The College will ensure that students with additional needs are catered for in an appropriate way.

Some students with additional needs may require modified assessments (either in presentation and/or content) as outlined in their Individual Education Plan/Curriculum Adjustment Plan. In collaboration with the Head of Learning Area - Learning Support, non-traditional assessment techniques (for example, recording/interview/keynote presentation/podcast) will be employed as appropriate to the specific needs of these students.

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

7. Reporting

Students will be kept informed of their progress. Parents/Carers will be regularly informed of a student's progress through the College reports and academic reviews.

Both students and parents/carers will be informed when it is identified that there is a risk of the student not achieving his/her potential.

Components of Written Reports

The College will provide plain language reports to parents/carers during Term 1 and at the end of each semester which:

1. Are readily understandable to those responsible for the student
2. Give an accurate and objective assessment of the student's progress and achievement
3. Include an assessment of the student's achievement in terms of the Western Australian Achievement Standards (semester report only)
4. Include, for subjects studied, an assessment of the student's achievement (semester report only):
 - a. in terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian Achievement Standards, and
 - b. in relation to the performance of the student's peer group
5. Include information about the student's Learning Attributes

6. Include additional information in the form of one comment from a Homeroom Teacher per annum. (semester report only)
7. The interim report provided during Term 1 will include information about the student's *Learning Attributes* only.

Authorised by	Karen Prendergast	Signature:	
		Date:	August, 2 2022
Effective Date:	August, 2 2022	Next Review:	August 2024