

## 1. Overview

This policy is provided to all senior secondary students at Kelmscott Senior High 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 ATAR, General, Foundation and Australian Qualifications Framework (AQF) Certificates. Students gain credit for the WACE by completing an AQF qualification at Certificate II or Certificate III level. Students who complete the requirements of Workplace Learning and/or other Endorsed Programs also gain credit for the WACE.

All students enrolling in Certificate Courses from any training package will receive a VET Policies and Procedures booklet which outlines all Registered Training Organisation (RTO) requirements.

Assessment can be *formative* (to inform the future direction of the teaching and learning) or *summative* (to summarise the evidence of learning at the end of a teaching and learning program). The upper school assessment policy acknowledges the importance of formative assessment; however, these guidelines focus, for the most part, on summative assessment procedures that will be made available on SEQTA.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid and reliable.

In VET assessment there are fixed performance standards set to reflect industry needs. These are specified as units of competency - all aspects of the requirements of the unit are required to be judged to be competent. These rigorous requirements maximise consistency, reliability and validity. In competency - based assessment, our task is to achieve outputs that are meaningful and relevant to the workplace. Evidence must be gathered and demonstrated for all mandatory requirements for the assessor to deem a student 'competent'. Evidence gathering methods must meet all the rules of evidence, namely validity, sufficiency, currency and authenticity.

## 2. Assessment Guidelines

Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority (SCSA) and partner registered training organisations (RTOs).

A Course/Qualification outline and assessment outline including task due dates must be provided to students at the start of the learning program.

## 3. Student Responsibilities

It is the student's responsibility to:

- Complete all course/qualification requirements by the due date.
- Maintain a folio of assessment evidence for all marked written assessments and to make it available whenever required.
- Initiate contact with teachers concerning absence from class leading to missed assessments and extension requests.
  - Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment
  - Where a student is absent due to in-term holiday arrangements it becomes the student's responsibility to ensure all work and associated assessment tasks missed are completed.
- Review all returned assessments, in particular examination papers, to ensure errors and any misunderstanding of concepts and aspects of the syllabus are addressed.

- 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.
  - A student enters an 'attendance risk' category once their attendance drops below 90%.
- Students may need to attend assessment tasks completion either before or after school and will be notified by teachers.

#### **4. Staff Responsibilities**

It is the responsibility of the teaching staff to:

- Develop a teaching/learning program that meets School Curriculum and Standards Authority (SCSA) requirements and guidelines and that of our auspicing partner RTOs.
- Provide students with a course outline and assessment outline at the start of each new course unit.
- Ensure that assessments are fair, valid and reliable.
- Establish an assessment file for each student for each course in which to hold marked assessments. Students will have access to this file for revision purposes.
- Provide students with timely assessment feedback and guidance.
- Maintain regular and accurate records of student achievement and assessment using SEQTA and retain evidence of all non-written assessment tasks. The school retains student files until the marks have been accepted by the SCSA and/or beyond the reporting year/appeals dates.
- Meet school and external timelines for assessment and reporting.
- Ensure small group partnerships are registered with the School Curriculum and Standards Authority as required. (Year 12 only)
- Participate in review, moderation and validation meetings with other teachers, small group moderation partner schools, partner RTOs and SCSA.
- Will advise students when they may need to attend assessment tasks completion either before or after school.
- Written assessment tasks and/or folios are available for students to collect after the final marks have been accepted by SCSA.

#### Information to be provided to students

Before teaching starts, the teacher will upload the following documents on SEQTA and provide a printed copy to students at the commencement of the school year:

- the 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 and parents will also be able to access these on SEQTA.

#### **5. Parents'/Carers' Responsibilities**

It is the responsibility of Parents/Carers to:

- Ensure they are familiar with course/qualification outlines and assessment schedules as provided to their child at the beginning of each course or course unit.
- Maintain contact with the school (telephone, written) regarding any issues that may impact on their child's success and attend scheduled parent nights to discuss their child's progress.
- Provide a suitable environment for home study.
- Provide firm support to follow a set study plan thus helping to avoid overload and undue stress.

- Contact the school by 9.30am on the day if their child is absent on a due date for assessment and provide either a medical certificate or written explanation for this absence upon the student's return to school.

## **6. Missed Assessment Work Due to Absence from Class**

### **6.1 General**

If a student is absent from class, their ability to achieve to their potential is at risk. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met, with an increased likelihood of being reported as an 'E' grade. Students absent from certificate qualifications will have difficulty demonstrating competence. This may have implications for the achievement of their WACE.

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

### **6.2 Absence from scheduled assessment tasks**

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

- In exceptional circumstances, the parent/guardian may negotiate with the Deputy Principal for the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline. The student is expected to demonstrate evidence of work completed with the adjusted work plan or individual education plan.
- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence provided immediately on the student's return to school, provision will be made to ensure the student is not disadvantaged.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks. These strategies are designed to ensure that the student is not disadvantaged and the best option is selected according to individual circumstances.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, a loss of good standing is applied and the student will receive a mark of zero (or a 'hold' for a Certificate Unit of Competency)

### **6.3 Prolonged absence**

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will liaise with the parent/carer to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program.

## **7. Changing a Subject/Course**

It is not recommended that students change subjects/courses after the first month of each semester, as it could place a student at risk. However, if unavoidable, it is the responsibility of the student to negotiate with the teacher a plan to catch up on all missed work and associated assessments. Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class.

- An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/caregiver 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.
- Where the course unit assessment requirements have not been met then the assessment will affect the overall grade achieved. This may have WACE implications. This situation could arise through chronic absence or late course changes.

At Kelmscott Senior High School the deadline for student transfers in Year 11 and Year 12 is *Friday of Week 4 in Term 1*, as all courses are assessed as a pair of units. In *extenuating* circumstances a request for transfer may be considered by the Deputy Principal after this date.

- All changes must have signed parental approval and must be negotiated through the Deputy Principal.

- Where a student changes school during a school year, credit for the completion of work in the same course unit will be given when the student and/or previous school supplies appropriate evidence.

AQF Certificate course are of two years duration. A student in Year 11 may transfer to another Certificate course before the end of Week Four Term One. Consultation with the VET Manager and Deputy Principal is required in these circumstances.

- Counselling will be aimed at achieving 'completion', and where completion is unlikely or not possible, transfers between certificate courses will be disallowed. There will be no further option of a transfer between Certificate courses over the two years.

Students studying a Year 11 Foundation course who achieve a Category 3 can transfer to an equivalent General course in the semester after the OLN results are received from SCSA.

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 may be used, where they are appropriate, for the unit into which the student is transferring.

- These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

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

## **8. Transfer from Another School**

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

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

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## **9. Failure to Submit Work**

### **9.1 Extensions**

- Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, penalties for late submission will be applied.
- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher. It is, however, the student's responsibility to negotiate this with the teacher *prior to the due date*. If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

## 9.2 *Penalty for late submission of assessment tasks*

Where a student fails to submit an assessment on time without negotiating an extension with the teacher prior to the due date then the following penalties will apply:

- Parents, Head of Learning Area, the Year Coordinator and Deputy Principal are notified by the teacher. Loss of Good Standing will be maintained until the work is submitted.

### Courses

The student has one week to submit the assessment task/s noting that a percentage of marks are lost each day as follows:

*Scale of mark deductions:*

- 1 day late: 10% marks taken off
- 2 days late: 20% marks taken off
- 3 days late: 30% marks taken off
- 4 days late: 40% marks taken off
- 5 days late: 50% marks taken off
- Failure to submit the assessment task within the week of the original assigned due date will result in a mark of zero being recorded (or a 'hold' for a certificate unit of competency).
  - It is a requirement that all assessment tasks are submitted to demonstrate completion of the course or unit regardless of whether marks are allocated.

### Certificate Courses

Late work will be resulted as a 'hold'. Ongoing enrolment, as per AVETMISS compliance, means the result will be on hold until deemed competent or not competent. The student must negotiate an opportunity to re-submit work for assessment prior to annual reporting.

## **10. Cheating, Collusion and Plagiarism**

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

- Collusion is when a student submits work for an assessment and it shows evidence that is not his or her own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply. Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations *will not* have that work accepted as valid evidence of their achievement.

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
  - a student who 'provides' their work for others to claim as their own has colluded, and so the previous two dot points will apply to them as well as to the student submitting such work.

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

## **11. Security of Assessment Tasks**

Where there is more than one class studying the same pair of units 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 the students will be penalised.

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

## **12. Retention and Disposal of Student Work**

Teachers will retain all marked assessment tasks, including audio or video recordings or digital products.

- This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by SCSA for moderation purposes.

Teachers will establish an assessment file for each student for each course/program. These are to be stored within the learning area. The file will hold all marked written assessment tasks.

- Students would have access to this file for revision purposes.
- The school would retain the files until the marks have been accepted by the SCSA. The written assessment tasks would be available to students for collection after that time.
- All materials not collected by the end of the school year would be securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks would be deleted/erased at the end of the appeal dates set by SCSA.
- The school will not use the materials for any other purposes without the written permission of the student.
- All VET Certificate material will be scanned and electronic copies passed to the relevant RTO and a copy kept with the school.

## **13. Modifications of the Assessment Outline**

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided to students and placed on SEQTA.

In VET, there are conditions that will enable teachers to have variable means for assessing a student's competency. These must be ratified by the RTO and informed to students and parents.

## **14. Examinations**

Examinations are seen as a valuable means of assessing students' knowledge, skills and understanding of the course concepts and the application of them. Completion in a timed environment allows the student to perform under pressure. 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 examination.
- In Year 11 written examinations are typically 2.5 or 3 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 two weeks before the start of the exam period. The examination rules are available on SEQTA.
- In Year 12, General and Foundation courses have an Externally Set Task of 50 minutes duration. These will be completed during Term 2.

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 school will:

- remove the question containing the error or that is 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)

### **14.1 Attendance at examinations**

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal and/or School Curriculum and Standards Authority before the advertised date.
- Participating in family holidays will not be accepted as an exceptional circumstance.
- 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.
  - If the reason is acceptable to the school through the provision of evidence such as a medical certificate, an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.
  - If the reason is not acceptable, the student will be given a mark of zero.

### **15. Students Requiring Special Consideration**

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA and RTO guidelines. During Term 1 of each academic year, parents of students with permanent or temporary disabilities and/or specific learning disabilities are invited in writing, to apply for extra consideration when completing assessments. SCSA has provided some guidelines for schools when providing extra assistance.

The granting of Special Examination Arrangements is not necessarily automatic, but depends on the provision of medical and/or psychological evidence to justify the decision. Parents of students with a new diagnosis are invited to approach the Learning Support Coordinator, for consideration as soon as possible.

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/care-giver.

### **16. Externally Set Tasks**

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

Where a student does not complete the EST due to absence they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to submit the EST marks then the mark will be included in the student's school mark but will not be uploaded to SCSA.

### **17. Reporting to Parents**

Reporting happens at the end of a teaching cycle and provides an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers.

#### Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Teachers will assess completed tasks, and relay assessment information to the student promptly. Parents will be regularly informed about a student's progress by one or more of the following methods:

- Via the School Organiser.
- Letter of Concern/Commendation via SEQTA.
- Telephone / E-mail.
- Interim Report.
- Parent SEQTA Login.

Both students and parents/carers will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.

- When a grade of 'D' or less is likely in formal reports in Years 11 and 12.

Teachers will also respond to parent/carers request for information regarding a student's achievement and how it compares with the student's peer group at the school. This information is also available through SEQTA Parent Login.

- Teachers will assess completed tasks and provide prompt assessment feedback to the student using the facilities available in SEQTA. Student assessment results will be posted within 10 school days of the formal assessment date.

#### *Formal Feedback*

Parents will be regularly informed about their child's progress via SEQTA, parent interviews and Semester 1 and 2 formal reports. Students and parents/carers will be contacted when it is identified that there is a risk of the student not:

- achieving their potential,
- completing the subject/course requirements resulting in a D or an E
- completing certificate qualification requirements
- meeting WACE requirements

The formal semester reports provides for each course:

- a comment by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total course mark)

In the case of Certificate courses and Endorsed Programs, the report will focus on affective qualities (attitude), achievement of competencies/modules and Workplace Learning results.

- At the end of the year, students will be provided with a Kelmscott Senior High School statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the SCSA.
- All final grades are subject to approval by SCSA at the end of the year. The student (and parent/caregiver) will be notified of any changes that result from SCSA's review of the student results submitted by the school.
- VET Certificates - Student achievement is reported to the Registered Training Organisations. The final results are recorded on the Statement of Attainment.
- For those courses which have an external examination, the Authority statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's record of achievement.

### **18. Certificate qualifications using external training providers**

Students enrolled in training with external training providers not covered by an auspicing agreement with the school do so under the assessment policy of that provider. Where a student misses an assessment or does not prove competency, it is the student's responsibility to negotiate re-assessment and, where applicable, pay the associated fees.

### **19. Reviewing marks and grades**

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

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant head of learning area/teacher-in-charge responsible for the course. The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

1. the assessment outline does not meet the syllabus requirements
2. the assessment procedures used do not conform with the school's senior secondary assessment policy
3. procedural errors have occurred in the determination of the course mark and/or grade

4. computational errors have occurred in the determination of the course mark

The Principal, or a nominated representative, will conduct the review.

- The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/caregiver.
- If this review does not resolve the matter, the student (or parent/guardian) may appeal to the SCSA using an appeal form which is available from the Deputy Principal or the SCSA website. SCSA representatives will then independently investigate the claim and report to SCSA's student appeal committee.
- If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.