



Kalamunda Senior High School

An Independent Public School

Senior School
(Years 10, 11 & 12)

Assessment and Reporting Policy

Learning - Respect - Resilience - Pride - Community

INTRODUCTION

This policy is provided to all Senior School students and is based on the School Curriculum and Standards Authority (SCSA) requirements. The policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website, on Connect and from the school.

All students are enrolled in the Western Australian Curriculum in Year 10 and a combination of WACE courses, vocational education and training (VET) programs and endorsed programs in Year 11 and 12, which are delivered by school staff and the evidence of achievement validated by the school. The VET programs are delivered and assessed by a registered training organisation (RTO).

Kalamunda SHS has high expectations of our Senior School students. The aim of the assessment and reporting policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair and allow discrimination among students across the full range of ability levels.

Kalamunda SHS will administer the prescribed national assessments - Online Literacy and Numeracy Assessment (OLNA) and Externally Set Tasks (EST) - for students in Year 10, 11 and 12.

STUDENT RESPONSIBILITIES

- Complete all course requirements by the due date.
- Maintain an assessment file and make it available whenever required.
- Maintain a minimum of 90% or higher attendance rate, good conduct and academic progress. Please refer to the Senior School Good Standing Policy for further details. Students are required to complete any missed work that occurred as a result of their absence.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of due date for assessment tasks and other issues relating to assessment, in advance where possible.

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets the SCSA syllabus requirements - the Western Australian Curriculum and Assessment Outline for Year 10 and the Western Australian Certificate of Education for Years 11 and 12.
- Provide students with a copy of the syllabus - including grade descriptions, course outline and assessment program timeline at the start of the course, including all weightings.
- The assessment outline must include the number of tasks; a general description of each task and approximate timing; the weighting for each assessment task and type and a general indication of the content covered by each assessment task.
- Course and assessment outlines will be available on the school website via Connect.
- Ensure that assessments are:
 1. an integral part of the teaching and learning program
 2. educative and contribute to learning
 3. fair, taking into account the diverse needs of students
- Provide students with timely assessment feedback and guidance.
- Meet school and external timelines for assessment and reporting; keep accurate achievement records.
- Inform students and parents of academic progress as appropriate.
- Advise parents, by means of a Letter of Concern, when a student is at risk of achieving below a C grade.

PARENT RESPONSIBILITIES

- Monitor student progress and make contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential.
- Notify the school of any reason or extenuating circumstances that may impact their child's assessments.
- Ensure contact details are accurate and up to date.
- Provide a suitable homework/study area at home.
- Provide a medical certificate when absent from an assessment.
- Support your child's attendance at school.

ASSESSING STUDENT ACHIEVEMENT

Students at Kalamunda SHS will be enrolled in a year long curriculum. This means year long subjects in Year 10 and 12 and a pair of units for students in Year 11. Students will be given an assessment outline containing the number and type of assessment tasks that will be completed. Each task provides evidence of student achievement. The teacher will use the total weighted mark from all assessment tasks when assigning a grade at the completion of the program of study. 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. The requirements for each assessment task will be clearly described in writing and the criteria against which the task will be marked will be provided with the task.

A grade (A,B,C,D,E) is assigned for each course and to achieve a grade students are required to:

- Attempt all in-class assessment tasks on the scheduled date.
- Submit all out-of-class assessment tasks for marking on the due date.
- Attempt any examinations scheduled for a particular course.

If a student is absent from class, for any reason, their ability to achieve to their potential is diminished. Extended periods of absence will result in lower levels of achievement. Failure to attend a scheduled in-class assessment task or submit on time, an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course.

Where an out-of-class task is submitted after the due date or is not submitted, and the student does not provide an acceptable reason then the following penalties apply:

- 10% reduction in the mark (if submitted one school day late)
- 20% reduction in the mark (if submitted two school days late)
- 30% reduction in mark (if submitted three school days late)
- a mark of zero (if submitted more than three school days late or not submitted).

In cases where there is no satisfactory explanation of an absence from a scheduled assessment task that forms part of the Assessment Outline (examination, EST or other in-class assessment) the student will receive no mark (a zero) for that task, and will be at risk of receiving a D or E grade. The Head of Learning Area or Teacher-In-Charge will be the final arbiter in matters concerning absence and missed work.

ACCEPTABLE REASONS FOR NON-COMPLETION or NON-SUBMISSION

Where the student provides an acceptable reason for the non-submission or non-completion of an assessment task, the Head of Learning Area/Teacher-In-Charge, in consultation with 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 **or**
- estimate the student's mark for the assessment task on the basis of their marks in similar tasks

Absence from a scheduled assessment task (besides examinations) must be explained by one of the following:

- a medical certificate from a doctor (essential for absence from an examination)
- A letter from the parent (confirmed by a telephone call) covering sickness or extreme personal circumstances may be accepted on the first occasion. However subsequent occasions will require a medical certificate from a doctor or a parent meeting with the Head of Learning Area. All decisions will be made in consultation with the school administration.

EXAMINATIONS

A written examination will be included in the assessment outline of all ATAR courses in Semester 1 and in Semester 2. All ATAR courses studied in Year 12 will also have a compulsory external examination. In some courses a practical examination will also be held. Examinations will also form a component of Year 10 assessment outlines in Mathematics, Science, English and Humanities. The examination timetable and a copy of the examination rules will be issued to students at least two weeks before the commencement of the exam period. Examinations are compulsory for ATAR courses, and students must make a genuine attempt to complete all scheduled examinations. If a student is absent from an examination without a valid extenuating reason, they will receive a mark of zero.

- Absence from an examination must be explained by a medical certificate from a doctor with prior notification by letter or telephone call from the parent/guardian.
- The school, through the Head of Senior School, will advise of a suitable alternative arrangement. Please note that students will not be given permission to sit a scheduled examination/assessment task prior to other students in a course.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

EXTERNALLY SET TASKS

All students enrolled in a Year 12 General 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 has a weighting of 15% of the final mark for the pair of units. It is a 50 minute written assessment task developed by SCSA based on content from Unit 3 of the pair of units.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of returning to school). If this is not until after the date set by SCSA to submit the EST marks then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero.

ONLINE LITERACY AND NUMERACY ASSESSMENT

All students are required to meet standards for Literacy and Numeracy and this forms part of their WACE. Students who achieve Band 8 in their Year 9 NAPLAN for Reading, Writing and Numeracy will pre-qualify as meeting the required standard. Students who still need to meet the standard will be required to complete the Online Literacy and Numeracy Assessment (OLNA) in three components - Reading, Writing and Numeracy. Students will sit their OLNA tests each year until they have passed the standard.

VET

Students studying Certificate courses will need to follow the Assessment Guidelines and Policies of their relevant Registered Training Organisation (RTO). Students will be provided an overview of the Assessment Policy and Procedures for each course that they study. Staff will also provide an Outline of the year's training plan indicating relevant timelines so that students are assessed in their units in a timely fashion.

Students must obtain and provide an Unique Student Identifier (USI) so that results will provide credit for WACE. Students must complete the Certificate II in its entirety or they will not gain WACE credit. (No partial completion recognition apart from Certificate III courses).

Students who enter Certificate Courses late will be provided the opportunity (where possible) to complete the Unit of Competency (UoC) they have missed. Students who have extended absences may miss important UoCs and therefore may be deemed Not Yet Competent in a UoC and not complete the certificate.

MODIFICATION OF THE ASSESSMENT OUTLINE

- If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment outline clearly indicating the changes will be provided to students and parent/guardian.
- When a student's disability, special education needs or cultural beliefs has 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.
- When a student's personal circumstances limits their capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to submission dates. The teacher will consider fairness for all students when making decisions about adjusting time-lines for a particular student.

STUDENTS WITH A DISABILITY

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks adjusted by the teacher in consultation with the HOLA or Teacher in Charge. These adjustments will be consistent with the Guidelines for disability adjustments for timed assessments available on the SCSA website. Adjustments, depending on the individual student's needs can include special equipment, provision of a scribe, or additional time to complete the task.

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

CHANGES OF COURSES FOR YEAR 11 AND 12

When a student commences a course late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Head of Senior School or Associate Principal and must include a note from parents. 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 new course. All course changes are subject to the ability of the school to provide for the change.

The deadlines for changes are:

- Week 4 of Term 1 for all Semester 1 and full year courses
- Week 2 of Term 3 for all Semester 2 courses (only for Year 11 students)

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

- Students will be given the opportunity to complete assessments missed and gain credit.
- Recognition of comparable assessment of the syllabus will be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

PROCEDURES TO BE IMPLEMENTED IF ASSESSMENT IS AFFECTED BY A CATASTROPHIC EVENT

If assessment is affected by a catastrophic event (severe weather, fire, school closure due to plague or illness) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules or assessments will be adapted.

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 details of all completed assessment tasks. The Head of Senior School will contact the other school to determine:

- The part of the syllabus that has been completed
- The assessment tasks that have been completed
- The marks/ratings awarded for these tasks

The Head of Learning Area/Teacher-In-Charge will:

- Determine how the marks from 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

CHEATING, COLLUSION AND PLAGIARISM

All work in each individual assessment task must be the work of the student. Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning area/Teacher-In-Charge. As part of this process, parents/ guardians will be notified, and the student will be provided with the right of reply.

- Collusion is when a student submits work that is not their own for assessment.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of work, are essentially copied.
- Students shown to have cheated in assessed work or in examinations will not receive a mark for that task. If work is not the original product of the student it will be awarded zero marks.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class in a course most or all the assessment tasks will be the same. 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. In their own interests, students must not discuss the nature of the questions with students from other classes until all classes have completed the task.

RETENTION AND DISPOSAL OF STUDENT WORK

Kalamunda SHS is responsible for retaining all student marked written and non-written assessment tasks. This material is required by the teacher when assigning grades and may be required for moderation purposes.

To assist Year 11 and 12 students, the teachers will establish an assessment file for each student in each course containing all marked written assessment tasks. Students will have access to this file for revision purposes. The school will keep the file until the marks have been accepted by SCSA. Students can collect the assessment tasks after that time. All materials not collected by the end of the school year are securely disposed of by the school after the required time.

Kalamunda SHS will not use the materials for any other purposes without written permission from the student. (except for External Set Tasks in Year 12)

REPORTING ACHIEVEMENT

Students will be informed of their progress throughout each course. Teachers regularly assess completed tasks, and relay assessment information to the student promptly. Parents will be informed about a student's progress via email, Interim Reports, Connect or letter.

Both students and parents/guardians will be informed via a Letter of Concern (sent via email) when it is identified that there is a risk of:

- not completing the course or Certificate
- not achieving a C grade or completing Units of Competency

Semester 1 (Progress)	Semester 2 (Final)
<ul style="list-style-type: none">• A grade for the course¹• A mark¹ (based on the weighted combination of the marks for all assessment tasks in the course, including the Semester 1 exam)• The mark in the Semester 1 exam (if applicable)• UoC progress	<ul style="list-style-type: none">• A grade for the course• A mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 2 exam)• The mark in the Semester 2 exam (if applicable)• UoC achievement

¹In year long courses, the mark and grade will not be finalized until after the Semester 2 examination (as this examination covers the whole course). An estimated mark and grade are reported at the end of Semester 1.

Kalamunda Senior High School reports student achievement at the end of Semester 1 and Semester 2. The reports provide a comment by the teacher for each course and the following information. Students will also receive an interim report on their progress at the end of Term 1.

In Year 12 a final Statement of Results is issued prior to students leaving the school. All grades reported are subject to SCSA approval at the end of the year. The parent/guardian will be notified of any changes that result from SCSA's review of the student results submitted by Kalamunda Senior High School.

Information about calculating the ATAR for university entry is available on the TISC website at www.tisc.edu.au

REVIEWING MARKS AND GRADES

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance, discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should approach the Head of Learning Area/Teacher-In-Charge.

The student or parent/guardian can request, in writing, that Kalamunda Senior High School conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline for the course does not meet syllabus requirements.
- The assessment procedures used in the class do not conform with the school's assessment policy. Procedural errors have occurred in the determination of the mark and/or grade.
- Computational errors have occurred in the determination of the mark and/or grade.

The Head of Senior School or Associate Principal, 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 parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA using an appeal form which is available on the SCSA website. SCSA representatives will then independently investigate the situation and report to SCSA's appeal panel. If the panel upholds a student appeal, Kalamunda Senior High School will make any required adjustments to the student's mark and/or grades and re-issue reports as necessary.



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