



Assessment and Reporting Policy

Senior School (Years 11-12)

Version 1.3

Ratified by:	Date
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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 Compass and from the school.

All students are enrolled in 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, assessed and endorsed in a partnership with a registered training organisation (RTO).

Morley 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 for differentiation among students across the full range of ability levels.

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

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 Senior School Good Standing 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, prior to the due date of assessment task.

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets the SCSA syllabus requirements - the Western Australian Certificate of Education for Year 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 task weightings.
- The assessment outline must include the number of tasks; a general description of each task and approximate timing; the weighting of 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 class page via Compass.
- 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 and entering relevant data; ensure accurate and timely achievement records of data entered in Reporting to Parents.
- Inform students and parents of academic progress. (Task Mark Reports are sent through Reporting to Parents in a timely manner. Academic Letter of Commendation/Concern sent through Compass).
- Advise parents, by means of an Academic Letter of Concern, when a student is underachieving, not achieved a passing grade in a recent assessment or is at risk of not passing a course.

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 prior to the due date of assessment task.
- 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 Morley SHS will be enrolled in a year long curriculum. This means yearlong subjects in Years 11 and 12. VET Certificates are typically completed over a two-year duration. 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. VET Certificates will result in either 'Achieved' or 'Not Achieved, no grade will be assigned. 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) are 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 may 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:

Penalty for late submission of out-of-class assessments	
Submitted one school day late	10% reduction of the mark (students can receive a maximum of 90% for the task)
Submitted two school days late	20% reduction of the mark (students can receive a maximum of 80% for the task)
Submitted three school days late	30% reduction of the mark (students can receive a maximum of 70% for the task)
Submitted more than three days late	Maximum mark that can be achieved is 50% of the original total mark.

In cases where there is no satisfactory explanation of an absence from a scheduled **in-class 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 at 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 REASON FOR NON-COMPLETION or NON-SUBMISSION

Where the student provides an acceptable reason for the 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 alternative assessment task **or**
- exemption of the mark (only with HOLA approval)

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

- Medical certificate from a doctor (essential for absences from an examination)
- A letter/email 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.

HOLIDAYS

Parents are actively discouraged from scheduling family holidays during non-school holiday periods. The school does not have the ability to approve holidays. Leave for "holidays" during the school year will be recorded as an "unauthorised absence". If a holiday is planned during the school term, the school must be notified and teachers contacted. Any assessment that cannot be completed at an alternative time or submitted electronically (while on holiday), will result in a zero being recorded. There is no expectation for teachers to provide a program of work for students on an unauthorised absence.

EXAMINATIONS

A written examination will be included in the assessment outline of all ATAR courses in Semester 1 and 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.

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 Deputy Principal, will advise of a suitable alternative arrangement.
- 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 are identified as demonstrating the minimum standard of literacy and numeracy through NAPLAN will pre-qualify and not be required to complete the Online Literacy and Numeracy Assessment (OLNA). Students who still need to meet the standard will be required to complete the ONLA in three components – Reading, Writing and Numeracy. Students will have the opportunity to sit their OLNA test each year until they pass 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 a Unique Student Identifier (USI) so that results will provide credit for WACE. Students must complete a Certificate II in its entirety, or they will not gain WACE credit. (No partial completion recognition apart from Certificate III courses).

Students who are late to enrol in Certificate courses will be provided the opportunity (where possible) to complete any Units of Competency (UoC) they have missed. Students who have extended absences may miss important UoCs assessments and therefore may be deemed Not Yet Competent in a UoC by their trainer and assessor. Failure to complete all UoC's successfully, prohibits a student from achieving their full qualification. This may negatively impact their achievement of the WACE.

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 belief 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 conjunction 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 timelines 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 for 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 understanding.

CHANGES OF COURSES FOR YEAR 11 AND 12

When a student is late to commence a course, they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Deputy Principal and must include a note from parents. A meeting may be held with 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 deadline for changes are:

- Week 4 of Term 1 for all Semester 1 and full year courses
- Week 10 of Term 2 for all Semester 2 courses (Year 11 students only)

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

- Students in Year 11 will have their courses split after Semester 1 (if a course change occurs), where they will achieve a grade in each semester for the different courses studied.
- 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 in 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 etc) 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 Deputy Principal 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, parent/guardians will be notified, and the students will be provided with the right of reply.

- when a student submits work that is not their own.
- 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.
- is copied, downloaded or significantly paraphrased from the internet without acknowledging the source (including use of Artificial Intelligence)

Students who are found to have cheated, colluded or plagiarised in assessed work or in examinations will receive a zero mark. As part of this process the parent/guardian will be informed of the inappropriate behaviour.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class in a course the assessment tasks will be the same. To ensure that no students are unfairly disadvantaged, the question papers used for in class assessment tasks will be collected at the end of the lesson. In their own interest, students must not discuss the nature of the questions with students from the other classes until all classes have completed the task.

RETENTION AND DISPOSAL OF STUDENT WORK

Morley 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.

Morley SHS will not use the materials for any other purpose without written permission from the student (except for Externally Set Tasks in Year 12).

REPORTING ACHIEVEMENT

Students will be informed of their progress throughout their course. Teachers regularly assess completed tasks, and relay assessment information to the student promptly. Parents will be informed about a student’s progress via Compass, Task Mark Reports (through Reporting to Parents), email or Connect

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 VET qualification
- not achieving a C grade or failure to complete a Unit of Competency

Semester 1 (Progress)	Semester 2 (Final)
<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 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

The final course mark and grade will not be finalised 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.

Morley Senior High School reports student achievement at the end of Semester 1 and Semester 2. A comment by the teacher for each course at the end of Semester 1 and the achievement demonstrated (as above). 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 results from SCSA's review of the student result submitted by Morley 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 contact the Head of Learning Area/Teacher-in-Charge.

The student or parent/guardian can request, in writing, that Morley 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 Learning or Deputy 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 the 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, Morley Senior High School will make any required adjustments to the student mark and/or grade and re-issue reports as necessary.