LESMURDIE SENIOR HIGH SCHOOL

Teaching, Assessment and Reporting Policy

1.0 INTRODUCTION

This policy is provided to all 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 task process. The policy is available on the school website, on Connect and from the school upon request.

All students are either enrolled in the Western Australian Curriculum in Years 7-10 or a combination of Western Australian Certificate of Education (WACE) courses/subjects, vocational education and training (VET) programs and endorsed programs in Year 11 and 12. These are delivered by school staff and the evidence of achievement is validated by the school. The VET programs are delivered in Years 10-12 and assessed by a registered training organisation (RTO).

Lesmurdie SHS has high expectations of our students. The aim of the assessment task 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 task program. Assessment task procedures must be valid, fair and flexible allowing differentiation among students across the full range of ability levels.

Lesmurdie SHS will administer the prescribed national assessment tasks – NAPLAN (Year 7 and 9), Online Literacy and Numeracy Assessment task (OLNA) (Year 10-12) and Externally Set Tasks (EST) (Year 12).

2.0 RESPONSIBILITIES

2.1 STUDENT RESPONSIBILITIES

- Complete all course/subject requirements by the due date
- Maintain an assessment task file and make it available whenever required
- Maintain a minimum of 90% attendance rate, good conduct and academic progress. Refer to the Good Standing overview for further details. Students are required to complete any missed work that occurs 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 task, in advance where possible
- For assessment tasks that are completed at home, students may be required to complete a validation assessment sign a statement verifying that it is their own work. .

2.2 TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets the SCSA syllabus requirements - the Western Australian Curriculum and Assessment task Outline for Year 7-10 and the Western Australian Certificate of Education for Years 11 and 12

- Provide students with a copy of the syllabus - course/subject outline and assessment task outline at the start of the course/subject, including all weightings and access to grade descriptions
- The assessment task 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/subject and assessment task outlines are available via Connect. Ensure that assessment tasks 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 task feedback and guidance
- Meet school and external timelines for assessment task and reporting; keep accurate achievement records
- Inform students and parents of academic progress as appropriate
- Inform parents about a student's progress via, Compass, Progress Reports, Connect, Formal reports and email.
- Remind students who are absent from assessment tasks to ensure a parent/caregiver **directly contacts the teacher**, indicating awareness of the missed assessment task and to provide a reason. Until contact is made, teachers will record a mark of zero in Reporting to Parents (RTP) and the date that the student missed. When the assessment task has been marked, the actual mark will be recorded in RTP in notes. If parent contact is not made within three school days (or the reason is not valid), the mark of zero will remain. If parent contact is made and there is a valid reason, the mark of zero will be replaced with the actual mark.

2.3 PARENT/CAREGIVER RESPONSIBILITIES

- Monitor student progress and make contact with teachers as required
- Use Connect to access up to date information
- Attend parent information and interview opportunities
- Encourage and support their student to realise their potential
- Notify the school of any reason or extenuating circumstances that may impact their student's attendance or performance in assessment tasks
- Ensure contact details are accurate and up to date
- Provide a suitable homework/study area at home
- Notify teacher directly within three school days prior to the assessment task, and explain the reason for the student absence (medical certificate may be required)
- Provide a medical certificate when absent from an examination (Years 10 to 12) or EST (Year 12)
- Support their student's attendance at school

3.0 ASSESSING STUDENT ACHIEVEMENT

Students at Lesmurdie SHS will be enrolled in semester (Year 7/8 Arts and Technologies only) and year-long course/subjects. Students will be given an assessment task 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 grades and/achievement descriptions and the total weighted mark from all assessment task tasks when assigning a grade and, at the completion of the program of study. Most tasks are

completed in-class. Some courses/subjects may include tasks that are completed out-of-class, in which case, student achievement may 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 or E) is assigned for each course/subject and to achieve a grade, students are required to:

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

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 an out-of-class assessment task on time may result in the student receiving a lower grade than expected at the end of the course/subject, if an acceptable reason for non-completion or non-submission is not provided to the teacher.

4.0 NON-SUBMISSION AND/OR MISSED ASSESSMENT TASKS

4.1 ABSENCE DUE TO FAMILY HOLIDAY

While family time is very valuable, it is important to stress that taking student out of school for family holidays reduces the amount of time available for learning and is detrimental to their education.

Prior to the planned absences, students are asked to:

- Negotiate any dates for completion and submission of assessment tasks
- Access Connect to enable regular contact, keep up to date with course/subject content and submit required work.

Lesmurdie Senior High School's Assessment task policy state that where a student will be absent from scheduled assessment tasks due to a family holiday:

- In line with the Department of Education guidelines parents are required to seek Principal authorisation at least two weeks prior to holiday departure
- The student must negotiate to complete and submit the assessment task prior to holiday departure or email the assessment task to the teacher by the due date
- Where the assessment task is conducted in class the student must negotiate an alternate date within 5 school days prior to date of the scheduled assessment task
- Assessment tasks cannot be rescheduled upon return
- Where an assessment task is unable to be undertaken or submitted by the due date the student may be allocated 0
- Decisions to accommodate alternate arrangements will be determined on an individual basis by the subject teacher and relevant Deputy Principal.

4.2 NON-SUBMISSION OF OUT OF CLASS ASSESSMENT TASKS

Where an out of class assessment task is submitted after the due date/time or is not submitted, and the parent/caregiver does not provide an acceptable reason, then the following penalties apply:

- 10% reduction in the mark (if submitted one day* late) e.g. 80% mark is now 72%
- 20% reduction in the mark (if submitted two days* late)
- 30% reduction in mark (if submitted three days* late)
- A mark of zero if submitted more than three days* late or not submitted, (the assessment task may be submitted for feedback only after this date).

Work Placement Day (Friday) is recognised as a day*. Late work is to be submitted electronically (via email or Connect).

*A 'day' is defined as the 24 hour period following the due date/time set by the teacher

4.3 SCHEDULED IN-CLASS ASSESSMENT TASKS

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

Student absence from an in-class assessment task requires the parent/caregiver to school directly on or before the assessment task and evidence may be required (e.g. medical certificate) within 3 days of absence. Students will be expected to complete missed assessment tasks (or an alternative assessment task) on the day they return to school, unless there has been an extended period of absence. Students refusing to complete missed assessment tasks will receive a mark of zero.

4.4 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 HOLA/TIC, in consultation with the teacher may:

- 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)
- Provide an alternate assessment task
- Estimate the student's mark for the assessment task on the basis of their marks in similar tasks
- Exempt the assessment task.

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

- A medical certificate from a doctor (essential for absence from an examination), or
- Contact from the parent to the school covering sickness or extreme personal circumstances may be accepted on the first occasion. However, subsequent occasions may require a medical certificate from a doctor. All decisions will be made in consultation with the school administration.

4.5 EXAMINATIONS Years 10-12

A written examination will be included in the assessment task outline of all ATAR Year 11 and 12 courses in Semester 1 and Semester 2 and Year 10 assessment outlines. All ATAR courses studied in Year 12 will also have a compulsory external examination. In some course/subjects a practical examination will also be held. Examinations will also form a component of Year 10 assessment task outlines in Mathematics, Science, English and Humanities. The examination timetable and a copy of the examination rules will be issued to students at least one week before the commencement of the exam period. Examinations are compulsory for ATAR course/subjects and students must make a genuine attempt to complete all scheduled examinations.

If a student is absent from an examination without a valid 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 email or telephone call from the parent/caregiver
- The school, through the Senior School Manager, 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/subject
- Participating in a family holiday will not be accepted as a valid reason for nonattendance at an examination
- Absence from external WACE examinations will result in the grade for the associated course not contributing towards graduation. Refer to SCSA website for more information https://www.scsa.wa.edu.au/.

If a Year 10 student is absent from an examination, the HOLA/TIC will consult with the Senior School Deputy Principal to determine the final outcome and/or alternative arrangements.

Year 7-9 students do not sit formal examinations.

4.6 EXTERNALLY SET TASKS (EST)

All students enrolled in a Year 12 General course/subject are required to complete an EST for that course. The EST is included in the assessment outline. This assessment task has a weighting of 15% of the final mark. It is a 50-minute written assessment task, developed by SCSA, based on content from Unit 3 of the course.

Where a student does not complete the EST and a valid reason with evidence (medical certificate) is provided, 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 HOLA/TIC, in consultation with the Senior School Deputy Principal, will determine if the reason for non-completion is acceptable. If the reason is not acceptable, the student will be allocated a mark of zero.

4.7 ONLINE LITERACY AND NUMERACY ASSESSMENT TASK (OLNA)

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 OLNA in three components - Reading, Writing and Numeracy. Students will have the opportunity to sit their OLNA test twice each year until they have passed the standard.

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

If assessment task is affected by a catastrophic event (severe weather, fire, school closure due to plague/pandemic or illness) which means students and/or staff are unable to attend the school worksite, or planned assessment tasks are disrupted, scheduled assessment task tasks will be postponed to a later date or amended. If the event leads to disruption over a period of time, schedules or assessment tasks will be adapted. Course/subject and Assessment Outlines may also be changed should circumstances require for this validation and student achievement to occur and/or advised by SCSA. Appendix 2 Procedural Fairness and Declaration of Authenticity will need be completed for each of these assessment tasks and will be provided with the assessment task.

5.0 VOCATIONAL EDUCATION and TRAINING (VET) YEAR 10-12

Students must obtain and provide a Unique Student Identifier (USI) so that results will provide credit for WACE. Students must complete the Certificate II or Certificate III in its entirety or they will not in order to gain WACE credit.

Students studying Certificate courses will need to follow the Assessment Guidelines and Policies of their relevant Registered Training Organisation (RTO), in accordance with the guidelines of the relevant AQF training package. Students will be provided an overview of the Assessment RTO's Policy and Procedures for each course that they study. Staff will also provide a Delivery and Assessment Schedule of the year's training plan indicating relevant timelines so that students are assessed in their units of competency in line with school and system deadlines.

Students are provided up to 3 attempts to demonstrate competency at each assessment. If they are still unable to demonstrate competency at this point (deemed Not Yet Competent) they may choose to re-enrol at another time (out of school) and at their own cost to complete the Certificate.

Students can enter Certificate courses up to Week 3 Term 1 of the year the Certificate commences. Students 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.

For Certificate courses, Year 11 Units of Competency will not be carried into Year 12. Non-completion/non-competent Year 11 competencies and/or non-completion of nominal attendance requirements will result in non-achievement of Certificates.

To achieve certification for full qualification, students must successfully demonstrate competence all aspects of each assessment and task in every unit of competence.
VET qualifications and units of competency are submitted to the relevant Registered Training Organisation (RTO) for verification and approval.

6.0 MODIFICATION OF THE ASSESSMENT TASK OUTLINE

- If circumstances change during the teaching of a course/subject that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment task outline clearly indicating the changes will be provided to the student and parent/caregiver via Connect
- When a student's disability, special education needs or cultural beliefs results in the inability of a student to complete one or more assessment task tasks, the assessment task outline will be adjusted and provided to the student and parent/caregiver
- When a student's personal circumstances limit their capacity to complete a particular assessment task 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 timelines for a particular student.

7.0 STUDENTS WITH A DISABILITY

Lesmurdie Senior High School is committed to the principles of inclusive schooling and the legal framework surrounding the equitable treatment of people with recognised disabilities. Students finding it difficult to complete the requirements of any course/subject should immediately discuss this with their teacher and then, if needed, the relevant Deputy Principal. Teachers will be guided by Individual Education Plans or other documented evidence.

Adjustments to assessments will be consistent with the Guidelines for disability adjustments for timed assessment tasks 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. Individual Education Plans may include alternatives and/or adjustments in regards to assessments.

8.0 CHANGES OF COURSE/SUBJECTS

When a student commences a course/subject late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Lower/Senior School Manager or Lower/Senior School Deputy Principal and must be signed by parent/caregiver. 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 new course/subject. All course/subject changes are subject to the ability of the school to provide for the change.

The deadlines for student initiated changes are indicated on the school calendar.

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

- Students will be given the opportunity to complete assessment tasks missed and gain credit
- Recognition of comparable assessment task 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.

9.0 TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of the parent/caregiver of a student who transfers into a class from the same course/subject at another school to provide the school with details of all completed assessment task. If required, contact may be made with the previous school to determine the:

- Part of the syllabus that has been completed
- Assessment task tasks that have been completed
- 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
- The additional work, if any, to be completed
- The additional assessment task tasks, if any, to be completed to enable a grade to be assigned.

10.0 BREACHES OF ASSESSMENT TASK PROTOCOL

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 or provide others with an unfair advantage).

10.1 CHEATING, COLLUSION AND PLAGIARISM

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the HOLA/TIC. As part of this process, parents/caregivers will be notified, and the student will be provided with the right of reply.

- Cheating is when a student communicates with another student (verbally or nonverbally) and makes noises. Students shown to have cheated during an in-class assessment task and/or in examinations, may result in a mark of zero for that task and the matter referred to the HOLA/TIC
- Collusion is when a student submits work for assessment task that is not their own or has voluntarily provided a significant amount of their own work to another student
- 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. This includes any work that has been generated using Artificial Intelligence applications including but not exclusively Chat GPT.
- Mobile phones and smart watches are to be off and away during assessment tasks as per school policy

10.2 REFERENCING

All student responses to assessment task tasks that contain the work of others must be correctly referenced. A bibliography must be provided where a range of texts and

resources have been used for information. If this is a requirement of the assessment task, teachers will support students in establishing correct processes regarding referencing.

10.3 VERIFYING STUDENT WORK

Assessable work completed at home may require a signed statement by the student, verifying it is the student's own work.

10.4 USE OF TECHNOLOGY

Use of mobile phones or electronic devices are not permitted during assessment tasks and examinations. Electronic devices, including phones and smart watches, are to be off and away as per school policy, Where students are in possession of devices during assessment tasks, they may receive a mark of zero.

10.5 USE OF NON-APPROVED ITEMS

Use of non-approved items are not permitted during assessment tasks. Number of pages permitted will be indicated on Connect by the Teacher/Course/subject Coordinator prior to the assessment task/examination date. Pages are not to have been folded or contain correction fluid. For typed notes, the use of coloured font and highlighting are permitted.

Consequences for a breach of permitted note requirements may include:

- Removal of pages where number exceed those permitted
- Removal of notes that contain correction fluid or similar
- Folded pages signed on fold line by Supervisor/Teacher
- A mark of zero or reduced mark being allocated, as deemed by the HOLA/TIC and/or Senior School Deputy Principal.

11.0 SECURITY OF ASSESSMENT TASK TASKS

Where there is more than one class in a course/subject, most or all the assessment task tasks will be the same. To ensure that no students are unfairly advantaged, the question papers used for in- class assessment task will be collected at the end of the lesson. CAS calculators in ATAR classes may have their memories cleared after an assessment task. Students are not permitted to copy an assessment task item. 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. Calculator lids must be removed before the commencement of assessment tasks and examinations.

12.0 RETENTION AND DISPOSAL OF STUDENT WORK

Assessment tasks must be readily available for the purpose of internal and SCSA moderation processes. Where assessment tasks are returned to the student, they must retain and present upon request from the school. Teachers for each of the course/subjects will indicate either:

Option 1: An assessment task file is established for each student which:

- Contains all marked written assessment task tasks and can be accessed by the student for revision purposes. Where assessment tasks are accessed for revision purposes it is the student's responsibility to return them. Non-return of assessed work for the

purpose of SCSA grade validation or moderation processes may impact on the Authority approval of a student's final grades
- Is retained by the school until the results are accepted by SCSA
- Is returned to the student within a specified period after the results are accepted by SCSA or is securely disposed of.

OR

Option 2: The school does not physically retain student's written work, which means that:
- Students are responsible for retaining all of their marked written assessment task tasks
- The school or SCSA may request access to student assessed work during the school year
- Non-provision of assessed work for the purpose of school or SCSA grade validation or moderation processes may impact on the Authority approval of a student's final grades.

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

13.0 REPORTING ACHIEVEMENT

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

13.1 STUDENTS NOT COMPLETING A COURSE/SUBJECT, CERTIFICATE, 'C' GRADE OR Unit of Competency

Both students and parents/caregivers will be informed when it is identified that there is a risk of:
- Not completing the course/subject or Certificate
- Not achieving a 'C' grade or completing Units of Competency (UoC) (Year 11 and 12 only).

13.2 REPORTS

Reports will be sent home via email at different times of the year and will contain different information, depending upon the year level of the student, course/subjects studied and/or time of the year.

The three main types of reports are: Progress reports, Semester One reports and Semester Two reports.

Progress Report Term 1	Semester 1 Report	Semester 2 Report (Final)
• Progress rating indicating academic progress for the course/subject • Attitude, Behaviour and Effort rating	• Indicative grade for the course/subject • Mark for course/subject to date (based on weighted assessment task marks including exam where applicable) • Exam mark (where applicable) • UoC progress (for Certificate course/subjects) • ADWPL progress (4 day students) • Attitude/Behaviour/Effort ratings • Overall School comment • OLNA achievement (Year 10-12) • Task Mark Report for each Course/subject	• Grade for the course/subject • Mark for course/subject (based on weighted assessment task marks including exam) • Exam mark (where applicable) • UoC achievement (for Certificate course/subjects) • ADWPL achievement (for 4 days students) • Attitude/Behaviour/Effort ratings OLNA achievement (Year 9-12) • Task Mark Report for each Course/subject **(**Year 7 to 11)

In Year 12, a final Statement of Results is provided via email, in Week 2, Term 4. All grades reported are subject to SCSA approval at the end of the year.

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

13.3 PARENT INTERVIEWS

Lesmurdie SHS conducts two formal Parent conference opportunities:

- following Progress Reporting Term 1 and
- following Semester 1 reporting

14.0 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/subject 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/caregiver should approach the HOLA/TIC.

The student or parent/caregiver can request, in writing, that Lesmurdie SHS conducts a formal assessment task review, if they consider that the student has been disadvantaged by any of the following:

- The assessment task outline for the course/subject does not meet syllabus requirements
- The assessment task procedures used in the class do not conform with the school's assessment task 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 Deputy Principal Lower/Senior School, or delegate, 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/caregiver.

If this review does not resolve the matter, the student (or parent/caregiver) may appeal to SCSA (Year 11 and 12), 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, Lesmurdie SHS will make any required adjustments to the student's mark and/or grades and re-issue reports as necessary.