



Hedland
Senior High School

Senior School
Year 11 & 12
Assessment & Reporting
Policy

V3 270126

Together *we* **achieve.**

This policy is provided to all senior secondary students at Hedland Senior High School and is based on the School Curriculum and Standards Authority requirements as outlined in the *WACE Manual*.

- Students will be given a **synopsis** (Appendix A), as an electronic or hard copy to sign, which outlines some important information taken from this document.
- Students will be referred to Compass, in the "Class Resources" section, for access of the below documents by their course teacher/s.

At Hedland Senior High School all Year 11 and Year 12 students are enrolled in a combination of ATAR, General and Foundation WACE courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications available at TAFE and/or one or more of the endorsed programs organised by the school. The VET qualifications are delivered and assessed in partnership with North Regional TAFE, a registered training organisation (RTO). There is also the opportunity for students to partake in a number of Student Based Traineeships (SBT) for a variety of vocational industries.

1. Responsibilities

1.1 Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result).
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date.
- Complete all course requirements by attempting all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. To assist students, the School will establish an assessment file for each student for each course/program.

1.2 Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the pair of units
- provide students with access to a course outline and an assessment outline (see Section 2 for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

1.3 Parent/ Carer / Student expectations

It is expected parents/carers and students will:

- communicate relevant information that may affect their student's learning
- contact the course teacher, prior to the due date if there is a **valid reason** for late submission of work and/or request an extension of time for an assessment task
- take advantage of opportunities to be informed or to learn about assessment procedures
- support their student to ensure that work submitted is the student's own and is submitted on time.

Parents are encouraged to monitor student progress and assessment due dates via Compass.

2. Information provided to students

On the first day of Curriculum delivery, the teacher will provide access to the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units that shows:
 - all 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
 - a general description of each assessment task
 - the assessment type, as prescribed in the syllabus
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e., the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

3. Assessing student achievement

At Hedland Senior High School, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Sections 5 and 6 for details).

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions from the syllabus.

The requirements for each assessment task will be clearly described in writing (i.e., what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

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).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Head of Learning Area (HoLA). (See Section 8 for further information on students with a special education needs).

3.1 Acceptable reasons for non-completion or non-submission of assessment tasks

The onus is on the student/parent/carer to contact the teacher as soon as possible if they are unable to meet an assessment deadline. Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carer must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The School will determine whether the reason is acceptable.

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled.
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.
- Cultural absences (e.g. Sorry business) to be communicated to the school
- In such cases, the parent/carer/student must:
 - contact the school before/on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
 - provide either a medical certificate or for significant personal circumstances a written statement/relevant documentation/recorded verbal conversation immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the school for the non-completion or non-submission of an assessment task, 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 (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

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

In exceptional circumstances, the parent/carer may negotiate the development of an individual education plan with the teacher and Head of Learning Area (HoLA). This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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.

3.2 Non-completion and/or late submission of assessment requirements

Where an **assessment task or attending a scheduled** is submitted after the due date or is not submitted within 5 days of the negotiated due date, and the student **does not** provide a reason which is acceptable to the school (see Section 8), the following will occur.

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- A mark of zero if submitted five school days late or not submitted

Where an assessment task is missed and the student **does not** provide a reason which is acceptable to the school (see Section 3.1), the student will receive a mark of zero, and the teacher will communicate.

3.3 Year 11 and 12 ATAR course school examinations

School examinations are included in the assessment outline for the pair of units. The weighting, i.e., proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses towards the end of Semester 1 and at the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2 or 2.5 hours in duration (some can be 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 prior to the start of the examination period. These rules, below, are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the school will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e., a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a Hedland Senior High School sickness/misadventure form to the Deputy Principal. The school will determine whether the reason is acceptable (see section 3.1 for details).

If the reason is acceptable to the school, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

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

3.4 Year 12 General and Foundation course externally set task

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

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

The EST is a 50-minute written assessment task developed by 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 on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to submit the EST marks, then the school will determine if the reason for non-completion is acceptable (see Section 3.1 for details).

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

- follow the EST instructions on whether ABS is recorded or a 0.
- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

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

4. Cheating, collusion, plagiarism & fabricated content

Students who have compromised the integrity (and therefore validity) of assessed work will not have that work accepted as valid evidence of achievement.

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e., as original, any work which:

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 (HoLA). As part of this process, the student and the parent/carer will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

Cheating includes but is not limited to:

- Is prepared or substantially contributed to by another person (e.g. student, parent, teacher, tutor or expert).
- Is generated, or assisted, by using Artificial Intelligence (AI).
- Possession or knowledge of examination or test questions before a test or examination. Cancellation of all the candidates' practical or written marks will result.
- Possession of unauthorised notes or unauthorised technologies such as mobile phones, smartwatches, Bluetooth and electronic devices are not permitted in tests and assessments. Cancellation of part or all the candidate's practical and/or written assessments or test marks may result regardless of whether or not actual use is established.
- Cheating also includes any attempt to modify assessed work, including but not limited to altering or erasing teachers' marks and adding to assessed work to gain additional marks.

- Student(s) caught sharing copies or images of assessments, or test papers may be suspended from school if appropriate

Collusion means illegitimate cooperation with someone else to complete assessment tasks. This can include sharing test/exam questions and group tasks that are supposed to be individual (e.g. projects/reports/essays/take home assessment tasks) or submitting evidence that is not a student's own work for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied). Most commonly, this occurs by copying and pasting 'chunks' of information from a different source.

Fabricated/Appropriated content: Fabricated content means 'making up' content to support a task. It can include inventing sources of information that are incorrect or don't exist. Appropriated content means using content generated by someone/thing else, for example, appropriating content produced in an AI application. Appropriation can overlap with plagiarism depending on how it is used.

Where the teacher believes the student has engaged in cheating, collusion, plagiarism or fabricating content of an assessment the following steps will be used to ensure procedural fairness:

- The teacher will consult with the HOLA/PC who will investigate.
- If there is a strong evidence-based suspicion that cheating, collusion or plagiarism has occurred a HOLA/PC will communicate with the relevant Deputy Principal for consultation.
- The HOLA/PC contacts the parent(s) or carer letting them know that there is a concern before talking to the student.
- the parent/carer and student are provided with the right of reply before a determination is made
- where plagiarism or cheating or collusion is established beyond reasonable doubt, the teacher will inform the student, parent/carer and/or school supervisor of the result of the investigation and the penalty.

A student found to have cheated, colluded, plagiarised or fabricated content, will be:

- Deemed to have not attempted the task **or**
- Cancellation of all the candidates' practical or written marks will result **or**
- 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.

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

5. Security of assessment tasks

Where there is more than one class studying the same pair of units at the school, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, 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 works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

6. Retention and disposal of student work

Students are responsible for retaining all their marked written assessment tasks. To assist students, the school will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the school's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the school.

The school will not use the materials for any other purposes without the written permission of the student.

7. Modification 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 informed and provided with a copy of the amended assessment outline on Compass, or a hard copy can be requested.

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 modified and provided to the student and parent/carer.

8. Equitable Access to Assessment Adjustments

Students with a diagnosed disability will, where their disability, impairment or medical condition has a functional impact on their access to a particular assessment task have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area (HoLA). These adjustments will be consistent with those described in the Authority's *Equitable Access to Assessment Policy and Guidelines*, which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the school will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the school has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

9. Transfer between courses and/or units

If a student commences a pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting will be held with the student and the parent/carer to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Hedland Senior High School, **the deadline for student transfers in Years 11 and 12 is Friday of Week 6 in Term 1**, unless there is consultation with the Head of Learning Area (HoLA) and Deputy Principal. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring, and the school will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

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

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the first round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*, for the start of the school year.

10. Transfer from another school

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

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

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

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

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

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

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

11. Reporting student achievement

The school reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority. The report provides for each course:

- a grade¹
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark¹ (calculated from the weighted total mark).

At the end of the year, Year 11 students will be provided with a Hedland Senior High School Semester 2 school report which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

At the end of the year, Year 12 student can access their Western Australian Statement of Student Achievement (WASSA) via the Authority's student portal. Students will be provided with a Hedland 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 Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the school.

12. Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then 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/carer should approach the relevant Head of Learning Area (HoLA).

The student or their parent/carer 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:

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

If this review does not resolve the matter, the student or parent/carer may appeal to the Authority using an appeal form which is available from the Deputy Principal or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority'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 for Year 12 speak with the Authority to have their WASSA updated to reflect the changes.

Hedland Senior High School Year 11 & 12 Assessment Policy

Overview

The following is a summary of some of the important points taken from the HSHS Senior Secondary School Assessment Policy. This document is available to view on Compass. By signing this document, it becomes a binding agreement between students, their parent/carer and Hedland Senior High School in relation to the Year 11 & 12 Assessment Policy.

Policy

Students are to attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date. The following penalties will apply for late submission of out-of-class assessment tasks.

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- A mark of zero if submitted five school days late or not submitted

Cheating, collusion, plagiarism and fabricated content

No cheating, collusion, plagiarism & fabricated content will be tolerated. A mark of zero will be allocated to a student if the marker/examiner deems any of these have occurred. The only exception being if a teacher has allocated a group task/assignment.

Grievances and appeals

Grievances and appeals must be completed in writing, detailing the grievance or appeal grounds, and be handed to the Head of Learning Area (HoLA) within 5 days of the release of assessment results.

Extensions

Extensions will be granted at the discretion of individual teachers and be strictly dependent on the parent/carer/student communicating a valid reason to the school within time frames suggested.

Student and parent/carer acknowledgment

I _____ (parent/carer name) and I _____ (student name) have read and fully understand the implications of the Hedland Senior High School Year 11 & 12 School Assessment Policy.

Parent/Carer Signature: _____ Date: _____

Together *we* achieve.

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