Whole School Assessment Policy 2017

1. Overview

A course outline and assessment schedule will be provided to each student by the end of week 2 from the commencement of the course/unit. Students will be provided with the Teaching and Assessment Schedule (TAS), units of competency and relevant tasks required for completion of the Certificate by the end of week 2. Due dates to be clearly outlined and adhered to. Where adjustments are made to the assessment schedule, this should be done so in consultation with all students and publicised.

2. Responsibilities

It is the student's responsibility to:

- attempt 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 courses/certificates studied and to make it available whenever required,
- seek assistance when required,
- maintain a good record of attendance, conduct and progress. A student who is absent for five classes/days or more per term is deemed to be at risk,
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, extension requests and other issues pertaining to assessment,
- inform parents/carers of their progress and
- adhere to the Good Standing Policy.

Senior School students must also:

- keep all marked assessment tasks as these may need to be looked at by the College or the Authority or Registered Training Organisation (RTO) and
- Year 12s will need to keep assessment work until the end of the College year, Year 11s until March of the following year.

It is the responsibility of teaching staff to:

- develop all teaching/learning programs that adhere to current guidelines (Authority, RTO, AQF, Western Australian Curriculum etc.),
- provide senior students with the syllabus (Authority syllabus) at the commencement of the course,
- provide all students course outline & assessment schedule at the commencement of the course,
- provide students undertaking a Certificate course with the TAS (Teaching and Assessment Schedule). This must be adhered to and no changes made to the units of competency without consultation with the VET Coordinator,
- ensure that assessments are fair, valid, explicit, reliable and authentic,
- maintain accurate records of student achievement and assessment on Reporting to Parents,
- meet College and external timeframes for assessment, marking and reporting,
- ensure Reporting to Parent data entry is updated regularly to allow Connect access to results for students and parents,
- inform students and parents of academic progress as appropriate and record information and actions in SEQTA,
- ensure internal comparability processes when more than one teacher is teaching a course;
- ensure out of class assessments are authentic with supporting evidence,
- adhere to student IEPs in relation to curriculum, assessment and reporting, lower school students,
- Cater for SCSA endorsed special provisions for senior students and
- negotiate timeframes for Senior School students who are changing courses.
3. Information provided to Senior School students

Before teaching starts, the teacher will provide on the College website (Moodle), the following current documents:

- the Authority syllabus for the pair of units which includes the grade descriptions or for Certificate courses the TAS which clearly outline the Units of Competencies for each Certificate;
- a course outline for the pair of units that shows:
- the content from the syllabus in the sequence in which it will be taught;
- the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed;
  - the approximate timing of each assessment task (ie/ the term and week);
  - the weighting of each assessment task;
  - a general description of each assessment task (test, investigation, presentation);
  - an indication of the content covered by each assessment task.

A hard copy will be provided to students without internet access at home as requested.

4. Assessment Structure for Senior School students

All test and exam papers are the property of the College but will generally be given back to students or will be made available to students upon request. There may be a delay in the return of examination papers where copyright timelines must be adhered to.

For students studying WACE course units, percentage weightings are allocated for the syllabus content, learning outcomes and types of assessment. There will be grade descriptors and student results will be reported in grades for each unit and also a mark out of 100 for Year 12. The requirements for each assessment task will be clearly described in writing for all courses. Where appropriate, the criteria against which the task will be marked will be provided for the task. It is important that students understand the assessment structure of the particular course they are studying, to establish how marks are allocated and therefore the final grades awarded. (Refer to the Assessment Structure for each course.) See the School Curriculum and Standards Authority website for further information: (www.scsa.wa.edu.au).

Certificate Courses: Students do not receive a grade for Certificate courses. Students are awarded either Competent or Not competent for each Unit of Competence and achieved or not achieved at the completion of delivery of the Certificate course. Completion of a Certificate contributes to the number of C grade requirements for WACE. Students can be awarded up to 4 C grade equivalences in both Year 11 and 12 for VET achievement. If a student is deemed Not Competent for one Unit of Competence they will not be awarded their full Certificate.

Certificate courses require a student to show evidence to support their claim of competence. Staff will provide students with the opportunity to demonstrate competence, typically on two occasions (NOTE depends on Memorandum of Agreement (MoA) and each RTO). Further opportunities will need to be negotiated with the teacher. Once a student has been deemed competent, they are awarded the unit of competency.

5. Absence from Class/Missed Work

Woodvale SC has a strong focus on ICT and the development of independent learners. Students are encouraged to access Moodle to maximise their achievement across their courses and to ensure that they are achieving their personal best. The resources available on Moodle can be extremely useful for students who are absent from the College for any period of time.

If an excursion has been approved by the Senior Leadership Team, and is on the calendar, then the student should be allowed to sit a test they miss or negotiate to submit an assessment before the date of the excursion.

If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not
fulfilling the requirements of a course and thus will be deemed as unable to be assessed. Potential achievement will not be considered.

Woodvale Secondary College staff strongly advise parents not to remove students from the College for the purpose of a family holiday. If parents choose to do take their children out of school for a family holiday, they do so understanding that their child’s grades will be affected and that upon communication with the relevant Associate Principal, their child may receive have the assessment excluded or receive an average mark (based on their results to date) but they will not receive specific feedback. For prolonged unapproved absences, it may not be possible to allocate an average mark if multiple assessments have not been completed. In this case, a zero mark may be recorded.

Absence from scheduled in-class assessments (e.g. tests/ exams/ assigned tasks):
- students are required to sit tests and examinations at the appointed time. In general, no provisions will be made for those who miss a test to sit that test at any other time. The determination of this is made by the Associate Principal in collaboration with the Head, or Teacher in Charge, of each Learning Area, minimising disadvantage to both the student and their peers.
- for any semester examination missed, students must provide a medical certificate for all relevant day/s.
- those who do not sit a test and do not have a valid reason will have a result of zero recorded.
- in the case of those who can provide either a medical certificate or a College online absence application approved by the Associate Principal, an adjusted assessment which does not penalise the student will be made in the determination of the final result for the course concerned. However, the student will not receive the benefit of individual feedback on their performance for that assessment.

- prolonged absence - Where a student is unable to attend the College for a lengthy period due to injury or illness, the College will endeavour, where possible, to provide support to the student. This does not include unapproved absences.

For future absence requests, parents are expected to advise the College in writing of the reason for absence and the length of time that the student will be away. Based on this correspondence, the relevant Associate Principal will determine approval type.

If a student has a pattern of missing assessments or examinations, including for medical reasons, the Associate Principal will hold a case conference with parents to ensure they are fully aware of the potential impact failure to complete tasks will have on their child’s success, including the achievement of WACE.

6. Music arrangements for tests and organised excursions

Students and parents and caregivers will be provided with a copy of the Music program and expected commitments at the beginning of each year.

For any advertised exam week or non-excursion week, students do not attend their music lesson and must complete the test/exam with their class.

At all other times, for any major assessment (investigation etc.) a one week notice should be given by the teacher to their classes and may include drawing students’ attention to their course outline. It is then up to the student to advise the Music teacher that there will be a clash and to request from the Music teacher that alternative arrangements be made for the music lesson.

In instances where a clash is known and an alternative music lesson time cannot be negotiated, the student is to see the HOLA and an arrangement will be made for the assessment to be completed at an alternative time, which might include before or after regular school hours.

- If a student does not advise the Head of Learning Area during the week after notice is given and before the assessment day then the student completes the assessment.
- If the student attends the music lesson and s/he has heard the warning then s/he has chosen to accept a zero mark.
Examinations, NAPLAN or OLNA cannot be missed for a music lesson. There will be no exception to this. The one-week notice is critical for all assessments.

7. Late / Non Submission of Work

In all cases failure to complete assessments may result in a student losing their good standing status. If the class teacher determines that the reasons for late or non-submission are valid, then the teacher may:

• grant an extension of time to complete the task without penalty;
• provide an alternative task;
• require the student to complete the assessment prior to the due time and date;
• record the student as exempt from that assessment;

If the teacher determines the reasons to not be valid, the following process should be followed:

• students will attend after school homework/detention classes and use these times to complete any work missed. This work will be awarded no more than 50%, however no comments will be given or any individualised feedback.

Students are required to attempt all tasks. If the task is still not attempted, the teacher liaises with the Head of Learning Area who informs the Associate Principal or VET Coordinator. Further contact with parents will then be made. Students may be required to attend ongoing detention classes until the task is completed.

8. Ongoing missed assessments

If a student has a pattern of missing assessments (more than three assessments in any one course), the Associate Principal will hold a case conference with parents to ensure they are fully aware of the potential impact failure to complete tasks will have on their child’s success, including the achievement of WACE.

9. School examinations for Senior School students

When attending examinations, students must attend scheduled examinations and adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty. Students will not be given any additional consideration where they have failed to read instructions, including misreading examination timetables.

Students with special needs will need to see the relevant Associate Principal to apply for special consideration. There is an expectation that parents inform the relevant Associate Principal of any diagnosis and provide the relevant paperwork to ensure an application may be made to the Authority on their child's behalf by the Associate Principal. See Authority WACE Manual, School Assessment of Students with Disabilities.

School examinations are included in the assessment outline for each pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

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

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

In Year 11 written examinations are typically two or two and a half hours in duration.

In Year 12 written examinations are typically three hours duration except for courses with a practical, performance or oral examination which are two and a half hours plus a separate practical, performance or oral examination.
The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are provided to all students and are available on the College website. 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 College 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, as for all other assessment tasks, the College will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the College an alternative date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted or excluded.

10. Externally set tasks for Senior School students

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 under standard test conditions.

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 the student’s return to school). If this is not until after the date that the Authority requires the college to submit the EST marks, the College will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- not require the task to be completed and re-weight the student’s marks for other tasks.

11. Changing Courses

- Generally, students cannot be given credit for work not completed in the course.
- Where possible:
  (i) students will be given the opportunity to complete assessments missed and gain credit within a negotiated timeframe;
  (ii) recognition of comparable achievement may be given and credit gained.

All course changes depend upon the ability of the College to provide for the change and must have written parental permission. Course changes must be organised through:

(i) the Senior School Associate Principal or VET Coordinator for Year 11 and 12 students;
(ii) the Middle School Associate Principal for Year 9 and 10 students;
(iii) the Junior School Associate Principal for Year 7 and 8 students.

- Changes to courses should be completed as early as possible in Term 1. Students will be informed of a timeframe during which changes must be made.
- It is the responsibility of the student to catch up on work missed in consultation with the class teacher.
- Where a student changes school during a year, credit for the completion of work in the same course will be given upon the student and/or previous school supplying appropriate evidence.

NB: Late enrolments in Certificate courses severely jeopardises the opportunity to achieve a full Qualification.
12. Students with Special Needs

The College will ensure students with special needs are catered for in accordance with Authority and DoE guidelines. 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/teacher in charge responsible for the course.

Special provisions for students with a diagnosed disability may be an option for external examinations including NAPLAN, OLNA, EST and WACE. There is an expectation that parents inform the relevant Associate Principal of any diagnosis and provide the relevant paperwork to ensure an application may be made to the Authority on their child’s behalf by the Associate Principal.

13. Cheating, Collusion and Plagiarism

Students must be aware of, and adhere to, the College’s plagiarism policy. Students shown to have cheated in assessed work or in examinations will receive a zero mark for that assessment, examination or section. Collusion is when a student submits work that is not his or her 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 is essentially copied.

If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed. Students may be awarded a result for work which can be authenticated. Students who allow their work to be copied may receive a zero for the task or section. A student’s Good Standing may be affected. For repeat offences, students will be required to attend a case meeting with the relevant Associate Principal which may result in an escalation of consequences.


Where there is more than one class studying the same pair of units at the College, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

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

15. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. The college will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the college establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The college retains the files until the marks have been accepted by the Authority. The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the college. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The College will not use the materials for any other purposes without the written permission of the student.
16. Reporting of Student Progress
Students will be kept informed of their progress throughout their enrolment in a course. Teachers will assess completed tasks and relay assessment information to the student in a timely manner. There is an expectation that teachers update student results in Reporting to Parents regularly and record any concerns and actions in SEQTA.

Parents will be informed about a student's progress through the normal reporting cycle. Concerns relating to specific tasks should be sent to parents via SEQTA as required. Student results are also accessible in Department of Education Connect.

Students and parents/caregivers will be informed when it is identified that there is a risk of the student:

- not achieving their potential;
- not completing the course requirements (and receiving No Result, Not Demonstrated, Not Competent or zero).

17. Assessment Review Procedures
If a decision regarding an assessment task or Competency is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If the decision is still not acceptable to the student, the student may then take his/her concerns to the HOLA/TIC for review, and if necessary the Associate Principal or VET Coordinator, who will conduct a formal documented assessment review. Senior School students are also able to appeal to the Authority following this step.

18. Senior School Students
Failure to meet Course Requirements

Students are required to achieve enough C grades in Year 11 to allow for WACE achievement at the end of Year 12. If they do not complete Year 11 with the required number of C grades, then they will not qualify for automatic promotion to Year 12. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Associate Principal or the VET Coordinator. Students may be required to:

- repeat Year 11;
- make changes to their course selections for Year 12;
- engage in an alternative pathway, such as enrolling in TAFE;
- seek employment.

Each case will be considered on an individual basis to ensure the best possible outcome for the student.

Explanatory Notes
1. An assessment task is any task for which marks are awarded, including tests and exams.
2. ‘Attempted’ means some part of the task must be submitted or observed/listened to by the teacher.
3. ‘Valid’ means that assessments are based on the actual ideas, processes, products and values expected of students.
4. ‘Explicit’ means that assessments criteria are developed so that the basis for judgements is clear and public.
5. The College uses the SCSA Sickness and Misadventure guidelines to determine the validity of claims for special provisions for students who have missed an assessment.

Information provided was correct at the time of publication (July, 2016) and in accordance with information provided by the Authority.