

Assessment and Reporting Policy

Senior School (Year 11-12)

Version	Designated Reviewer Approval	SLT Approval	Executive Approval	Next Review Date
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3	Jodee Vause	September 2025	September 2025	2026

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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 CONNECT and from the school.

All students enrolled in a combination of WACE courses, vocational education and training (VET) programs, endorsed programs in Year 11 and 12, or NSHS Big Picture Academy IBLC delivered by school staff and evidence of achievement validated by the school. The VET programs are delivered and assessed by a register training organisation (RTO).

Northam 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 differentiation among students across the full range of ability levels.

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

Student Responsibilities

Complete all course requirements by the due date.

- Maintain an assessment file and make it available whenever required.
- Maintain a minimum of 85% or higher attendance rate, good conduct and academic progress. Please refer to the Good Standing Policy for further details. Students are required to complete any missed work that occurred as a result of their absence.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks requests for extension of due date for assessment tasks and other issues relating to assessment, in advance where possible.

Teacher Responsibilities

Develop a teaching and learning program that meets the SCSA syllabus requirements - the Western Australian Certificate of Education for Year 11 and 12 or the requirements for the International Big Picture Learning Credential.

- Provide students with a copy of the syllabus – including grade descriptions, course outline and assessment program timeline at the start of the course, including all weightings.
- The assessment outline must include the number of tasks; a general description of each task and approximately 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 school website via CONNECT.
- Ensure that assessments are:
 1. an integral part of the teaching and learning program
 2. educative and contribute to learning
 3. fair, taking into account the diverse needs of students.
- Provide students with timely assessment feedback and guidance. This would be within 10 days.
- Meet school and external timelines for assessment and reporting and entering relevant data; keep accurate achievement records.
- Inform Students and Parents / Carers within of academic progress as appropriate within 10 days of each assessment and particularly when a student is at risk of achieving below a C grade.

Parent Responsibilities

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

Assessing student achievement

Students at Northam SHS will be enrolled in a yearlong curriculum. This means yearlong subjects in Year 11 and 12. Students will be given an assessment outline containing the number and type of assessment tasks that will be completed. Each task provides evidence of student achievement. The

teacher will use the total weighted mark from all assessment tasks when assigning a grade at the completion of the program of study. Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class in which case student achievement will be validated to ensure authenticity. The requirements for each assessment task will be clearly described in writing and the criteria against which the task will be marked will be provided with the task.

A grade (A, B, C, D, E) 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:

10% reduction of the mark (if submitted one school day late)

20% reduction of the mark (if submitted two school days late)

30% reduction of the mark (if submitted three school days late)

A mark of zero (if submitted more than three days late or not submitted)

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

The Assessment Schedule Feedback loop will be utilised by the NSHS community. This is found in Appendix 1.

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.

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

Examinations

A written examination will be included in the assessment outline of all ATAR courses in Semester 1 and 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. Please note that students will not be given permission to sit a scheduled examination/assessment task prior to other students in a course.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

Externally Set Tasks

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

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

Online Literacy and Numeracy Assessment (OLNA)

All students are required to meet standards for Literacy and Numeracy and this forms part of their WACE. Students can prequalify through NAPLAN for Reading, Writing and Numeracy by meeting the required standard. Students who still need to meet the standard will be required to complete the Online Literacy and Numeracy Assessment (ONLA) in three components – Reading, Writing and Numeracy. Students will sit their OLNA test each year until they passed the standard.

Vocational Education and Training (VET)

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

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

Students who enter Certificate Courses late will be provided the opportunity (where possible) to complete the Unit of Competency (UoC) they have missed. Students who have extended absences may miss important UoCs and therefore may be deemed No Yet Competent in a UoC and not complete the certificate.

Modification of the Assessment Outline

If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment outline clearly indicating the changes will be provided to students and parent/guardian.

- When a student's disability, special education needs or cultural 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 decision 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 may be provided with alternative opportunities to demonstrate their knowledge, skills and understanding in compliance with the Guidelines for Disability Adjustment.

Changes of courses for Year 11 and 12

When a student commences a course late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the 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 2 of Term 3 for all Semester 2 courses (only for Year 11 students)

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

- Students will be given the opportunity to complete assessments missed before they change classes 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 due to plague or illness) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules or assessments will be adapted.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school to provide the school with details of all completed assessment tasks. The Year Coordinator/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.

- Collusion is when a student submits work that is not their own.
- 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.
- The use of Artificial Intelligence (AI) to form the basis of written/oral assessment submission will also be considered plagiarism.
- AI checking software may be used to authenticate work suspected of plagiarism.
- Students who are found to have cheated, colluded or plagiarised in assessed work or in examinations will receive a zero mark.

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

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

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

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

Achievement Progress Communication

Staff at Northam SHS firmly believe that the communication of feedback is essential to improving student achievement and that family partnerships play a large part in supporting student progress.

We commit to keeping students informed of their progress with teachers regularly assessing completed tasks and providing direct feedback to students.

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 official school Connect Marks books.

Both students and parents/guardians will be informed via official school communication such as Compass Progress Update when it is identified that there is a risk of:

- not completing the course or Certificate
- not achieving a C grade or completing Unit of Competency
- not completing IBPLC requirements

We commit to keeping Parents/Guardians informed via official school communication with the following schedule for English, HASS, Mathematics, Science and Academy Learning Areas;

Term 1:	Week 4 - 6	Interim Report
	Week 6 - 8	Parent/Teacher Conference opportunity
Term 2:	Week 1 - 5	Compass Progress Update (A Type)
	Week 6 - 10	Compass Progress Update (B Type)
Term 3:	Week 1 - 3	Parent/Teacher Conference opportunity
	Week 6 - 10	Compass Progress Update (A Type)
Term 4:	Week 1 - 5	Compass Progress Update (A Type)
	Week 6 - 10	Compass Progress Update (B Type)

And the following schedule for The Arts, Health & Physical Education and Technology Learning Areas;

Term 1:	Week 4 - 6	Interim Report
	Week 6 - 8	Parent/Teacher Conference opportunity
Term 2:	Week 1 - 10	Compass Progress Update (A Type)
Term 3:	Week 1 - 3	Parent/Teacher Conference opportunity
	Week 6 - 10	Compass Progress Update (A Type)
Term 4:	Week 1 - 10	Compass Progress Update (B Type)

Parents/Guardians, may also request a progress update indicating how their child achievement compares with the students in the group at any time by contacting the Year Coordinator or Program Coordinator of Student Services.

Achievement Reporting

Northam Senior High School formally reports student achievement at the end of Semester 1 and Semester 2 with a general comment included to refer to Compass Progress Update details.

Achievement in each WACE Course

Achievement is reported against a scale (A-E) for each course.

A	Excellent	The student demonstrates achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard where the student is working toward progress into to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable standard.

If the course is yearlong, then the grade indicated in Semester 1 is only an estimate, the final grade will be given in Semester 2.

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 Progress towards IBPLC completion and achievement 	<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 Completion of IBPLC requirements and achievement standard

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 Northam Senior High School.

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

Attitude, Behaviour and Effort

The attitude, behaviour and effort demonstrated by your child are shown on the following scale: Consistently, Often, Sometimes and Seldom. Not Assessed indicates that this attribute does not apply in this course. The schools Rubric for determination of ABE judgements made on RTP is found in Appendix 2.

Alternative methods of reporting student achievement

Some students on a modified program may also have a modified (SEN) report issued at the end of each semester.

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.

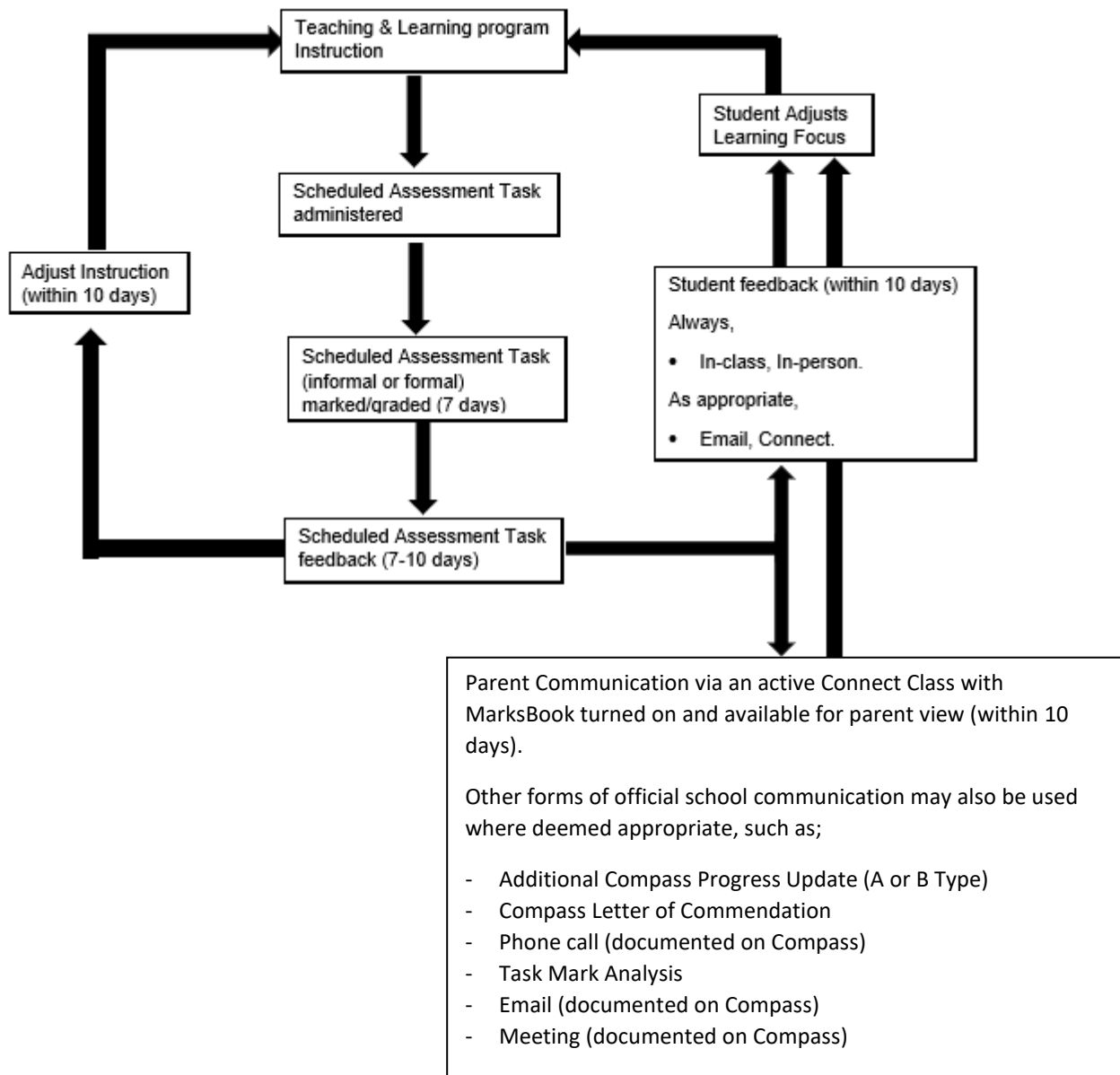
The student or parent/guardian can request, in writing, that Northam Senior High School conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- 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, Northam Senior High School will make any required adjustments to the student mark and/or grade and re-issue reports as necessary.

Appendix 1: Assessment Schedule Assessment Feedback Loop



Appendix 2- Learning Attributes: RTP Rubric for ABEs

	Behavioural Indicators	Consistently	Often	Sometimes	Seldom
Works to the best of their ability	<ul style="list-style-type: none"> Asks questions to improve understanding Strives to learn as much as they can Actively seeks to attain their best outcome Engages in all set work within timeframes Able to work autonomously 	Above 80%	50-80%	20-50%	Below 20%
Shows self-respect and care	<ul style="list-style-type: none"> Displays positive body language and self-image Dresses appropriately by wearing the school uniform, enclosed shoes, and within subject context Takes pride in own work and achievements Uses appropriate language in all Communication Prepared to take advice Accepts accountability for their own actions 	Above 80%	50-80%	20-50%	Below 20%
Shows courtesy and respect for the rights of others	<ul style="list-style-type: none"> Polite, courteous and respectful towards staff and peers Shows compassion and understanding toward others Contributes to a positive and Collaborative learning environment Follows group work protocols Demonstrates tolerance and acceptance of diversity Acknowledges the achievement of others and supports peers 	Above 80%	50-80%	20-50%	Below 20%
Participates responsibly in social and civic responsibilities	<ul style="list-style-type: none"> Participates and engages in class activities appropriately Represents the school appropriately and responsibly in the wider community e.g. excursions/incursions Assists classmates when requested and/ or of their own accord Respecting and caring for school resources and property 	Above 80%	50-80%	20-50%	Below 20%
Cooperates productively and builds positive relationships with others	<ul style="list-style-type: none"> Contributes towards a positive working environment by demonstrating fairness, equity and integrity Demonstrates consideration and is willing to cooperate appropriately with all peers Demonstrates a caring and supportive Connection with peers and staff 	Above 80%	50-80%	20-50%	Below 20%
Is enthusiastic about learning	<ul style="list-style-type: none"> Positive attitude towards learning Listens to and follows instructions Willingness to engage meaningfully in all facets of the curriculum Shows interest and initiative in learning activities Actively seeks further information from a variety of sources to gain a deeper understanding 	Above 80%	50 – 80%	20 – 50%	Below 20%
Sets goals and works towards them with perseverance	<ul style="list-style-type: none"> Makes excellent use of class time by being prepared and finishing tasks on time Identifies areas for improvement and works toward achieving them Reflects on improvements that are needed, and takes action Has actively made progress towards personal goals throughout the semester 	Above 80%	50 – 80%	20 – 50%	Below 20%
Shows confidence in making positive choices	<ul style="list-style-type: none"> Having Courage to make positive choices when faced with adversity Demonstrates positive behaviours Supporting peers to make positive choices 	Above 80%	50-80%	20-50%	Below 20%