



NORTH ALBANY SENIOR HIGH SCHOOL

2017 School Curriculum, Assessment and Reporting Policy

This Curriculum and Assessment Policy is given to all students at North Albany SHS in letter form at the beginning of each school year and is based on School Curriculum and Standards Authority (SCSA) reporting requirements. Each teacher will explain the information relevant to their course at the beginning of the course. A summary page will also be available in the enrolment packs for new enrolments.

All secondary students in Years 7-10 who are enrolled in a secondary school in Western Australia are required to be assessed according to the Western Australian Curriculum and Assessment Outline (WACAO) unless on an approved Individual Education Plan (IEP). The WACAO is accessible at the SCSA Website at www.scsa.wa.edu.au. IEP's are arranged in cooperation with staff and parents and relevant stakeholders to meet specific educational outcomes for the students.

All students in Year 11 and 12 work towards the attainment of the Western Australian Certificate of Education (WACE) which is awarded to senior secondary school students who satisfy certain requirements. The Certificate is recognised nationally in the Australian Qualifications Framework (AQF). It is recognised by universities, industry, GSIT (Great Southern Institute Technology) and other training providers. Generally, students complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority's provisions enable students to meet the WACE requirements over a lifetime. Students in Senior School will study the School's Curriculum and Standards Authority accredited Courses and if on a VET pathway will be provided with the opportunity to complete a Vocational Certificate II. Achievement of a WACE signifies the student has successfully met the breadth and depth standard, the achievement standard and English language competence requirements in their senior secondary schooling.

Responsibilities

1. Student responsibilities

It is the responsibility of the student to:

- complete all course requirements and submit assessments by the due dates.
- keep all assessments for each course or certificate studied and to make them available whenever requested,
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five unexplained lessons or more per term is deemed to be 'at risk' of not completing the Course requirements),
- make contact with teachers concerning absence from class, missed in-class work and assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.
- ensure all submitted work is your own

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching/learning program that meets the syllabus/course requirements
- provide students with a Course and Assessment Outline at the start of the Course and to any student who joins the Course at a later date.
- ensure that assessments are
 - Fair: Demonstrably fair to all students and do not discriminate on grounds that are irrelevant to the achievement of the outcome.
 - Valid: Provide valid information on the actual ideas, processes, products and values expected.

- Reliable: Consistent, accurate and can be used with groups of students to produce meaningful data.
 - Educative: Makes a positive contribution to student learning, and
 - Compliant: meets the Department of Education and SCSA requirements.
- collect evidence of student achievement and provide students with timely assessment feedback and guidance within 2 weeks of receiving the student work (Formative Assessment).
 - maintain accurate records of student achievement.
 - meet school and external timelines for assessment and reporting.
 - inform students and parents of academic progress as appropriate.
 - use grade descriptors and moderation processes to make final judgements on student grades (Summative Assessment.)
 - inform students of the requirement to keep all work and assessments in case it is required for checking by the School Curriculum and Standards Authority. (*Senior Schools Students only*)
 - use reporting templates as provided by the school/Department of Education and report within internal and external timelines.
 - Ensure marks are available on Connect and Reporting to Parents

3. Parent responsibilities

It is the responsibility of the parent/caregiver to:

- assist the student to select Courses that reflect the student's career aspirations, ability and personal goals.
- assist the student to develop independent learning skills and accept the primary responsibility for their learning.
- help their child to develop an 'adult learner's/independent attitude and approach to their educational life.
- assist the student at home by establishing a suitable learning environment for them to complete homework, assignments and study.
- communicate with the school as concerns / issues arise.
- support their child in contacting their teacher for an extension to an assessment task before it is due and completing missed work.

4. Information provided to students

The teacher will provide a copy of the following to each student:

- the syllabus of the Course /Unit(s) and Assessment Outline
- a Course unit outline that includes at least the following information:
 - the content
 - the sequence in which the content will be taught and the approximate time to teach each section.
 - an assessment outline

For Senior School, the Assessment Outline must include at least the following information where relevant:

- the assessment types
- the weighting for each assessment type
- the weighting for each assessment task
- a general description of each assessment task
- a general indication of the content covered by each assessment task
- an indication of the outcomes covered by each assessment task
- the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

Senior School: In each Course unit a number of assessment tasks occur during the semester/year (including, in most cases end of Semester exams – see Section 12 for details). Some tasks are completed in-class and others are completed out-of-class.

Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the Course unit.

During every Course, 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). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

Assessment

5. Modification of the assessment outline

When a student's disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the Head of Learning Area. An individual education plan will be developed with parental involvement and showing any modifications to the assessment outline for the Course unit.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the Head of Learning Area/Curriculum Leader an individual education plan will be developed with parental involvement showing any modifications to the assessment outline for the Course unit or subject.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a Course unit that requires the teacher to make adjustments to scheduled assessment tasks then students will be advised of this.

6. Acceptable reasons for non-submission or non-completion of Assessment

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

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school on the day **and**
- provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion 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**
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade), **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, **or**
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks or against similar scoring students, **or**
- submit a notation of U (Unfinished). If, due to accepted and explained absence insufficient evidence is available to make a professional judgement of the grade, there may be opportunity to assign a grade after more time is provided to complete further assessment tasks (typically during the next Semester). Please contact the Head of Learning Area for more information.

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the Year Coordinator and Heads of Learning Areas the development of an individual education plan. The school reserves the right to make the decision as to whether or not an

individual education plan will be implemented. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each Course unit or subject.

7. Vocational Education and Training assessment (*Senior Schools Students only*)

North Albany SHS delivers VET in partnership with an external Registered Training Organisation (RTO) such as the Great Southern Institute of Technology (GSIT formerly TAFE).

In competency-based assessment, a student's performance is judged against a prescribed standard, not against the performance of other students. A student is judged as either competent or not yet competent against the Australian Quality Training Framework (AQTF) standard. The judgement is made on the basis of evidence which can be provided in a variety of forms. The RTO provides guidance on achievement of competencies and ultimately determines students' competency ratings. All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

Students are to refer to subject and course outlines distributed by teachers and/or TAFE lecturers at the beginning of the year for more detail. The School Curriculum and Standards Authority recognise the achievement of units of competency and qualifications listed on the National Training Information Service (NTIS) website. All successfully completed units of competency/qualifications are recorded on the student's statement of results. Students can only be accredited once with a unit of competency.

8. Changes of Course units or subjects (*Senior Schools Students only*)

When a student commences a Course unit or subject late they are at risk of being disadvantaged compared to others in the class. An application to change courses is made through the Deputy Principal. 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 unit. The school reserves the right to approve or not approve changes.

The deadlines for changes are:

- Friday of Week 6 of Term 1 for all Courses

When a student changes to a different unit in the same Course, or a unit in a similar Course, the marks from any assessment tasks that assess 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.

Where additional work and/or assessment tasks are necessary, the teacher will negotiate a plan with the student showing the extra work to be completed and the modifications to the assessment outline.

9. Cheating, collusion and plagiarism

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

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical or similar material to a published work unless the source is acknowledged in referencing or footnotes.

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. As part of this process, the student will be provided with the right of reply.

Note: Where a student permits others to copy their work they will also be penalised.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- a mark of zero for the whole assessment task,

- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

The parent/caregiver will be informed of the penalty and any further disciplinary action.

10. Meeting the Reporting Requirements

Students are therefore required to:

- submit all out-of-class assessment tasks for marking by the due date
- attempt all in-class assessment tasks on the scheduled date.

Failure to attend a scheduled in-class assessment task or submit, on time, an out-of-class assessment task may result in the student either:

- receiving a lower grade than expected at the end of the Course unit (if the reason for non-completion / submission is not acceptable to the school, see Section 6),
- receiving a 'U' (Unfinished) notation instead of a grade (if the reason for non-completion / submission is acceptable and the student can complete other work in the future to allow North Albany Senior High School to convert the 'U' notation to a grade). (*Senior Schools Students only*)

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area.

Unless there is a reason that is acceptable to the school (see Section 6 for details), 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 or a zero.

Note: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

If a student **does not** submit an in-class assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian.

11. Security of assessment tasks

Where there is more than one class in a Course unit most or all of the assessment task will be the same. 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. 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 cheating and the students will be penalised.

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

12. Examinations (Senior School & Year 10 Only)

Year 10 students in the academic streams will sit an extended exam in the final term each year in Mathematics, English, Science and HASS courses.

A written examination will be held in all ATAR Courses in June - Semester 1 and November - Semester 2. In some Courses, a practical / performance / oral exam may also be held.

Examinations may be held in General Courses where considered appropriate by the Head of Learning Area. This will be included in the assessment outline for the course / unit.

Examinations are typically 2 or 2.5 hours in Year 11 and up to 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students 1 ½ - 2 weeks before the commencement of the exam period.

Reporting

13. Reporting achievement

North Albany Senior High School formally reports on student achievement at the end of Semester 1 and at the end of Semester 2. A progress report is provided at the end of term one. As outlined below

Year	Progress Report	Semester One Report	Semester Two Report	Statement of Results
7	*	*	*	
8	*	*	*	
9	*	*	*	
10	*	*	*	
11	*	*	*	
12	*	*		*

The formal report provides a comment by the teacher for each Course unit or subject and the following information:

- a grade for the unit/course
- a mark for the unit (the weighted total mark for all assessment tasks in the unit, including the school exam/s) (Senior School only)
- a mark in the Semester exam. (*Senior Schools Students only*)
- An assessment of the students attitude towards learning based on their attitude, behaviour and effort The attitude, behaviour and effort demonstrated by your child is shown using the following scale: Consistently, Often, Sometimes, Seldom and Not Assessed.
- A teacher comment to provide information about the student's progress and areas for improvement. Please take the opportunity to follow up with any of your child's teachers.

Senior School

A grade (A, B ,C ,D or E) is assigned for each Course unit completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe). Grades are assigned using the total weighted mark for all assessment tasks. The assessment outline provided to all students for each Course unit shows the weighting of each assessment task.

Student progress in the Online Literacy and Numeracy Assessment (OLNA) which is required to obtain the WACE will be monitored and student performance provided to parents after the release of student data..

At the end of the year, students will be provided with a statement which lists the grade for each Course unit, and where required, the school mark, which was submitted to the School Curriculum and Standards Authority.

In some Semester 1 Course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated grade is reported at the end of Semester 1.

All grades on Semester 1 and 2 reports are subject to School Curriculum and Standards Authority approval at the end of the year.

The parent/guardian will be notified of any changes to that result from the School Curriculum and Standards Authority's review of the student results submitted by North Albany Senior High School.

For all Year 12 students in ATAR courses, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the marks adjustment process the School Curriculum and Standards Authority uses to adjust the marks submitted by North Albany SHS are available on the Council website at

www.scsa.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Your_Marks

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

Lower School

Student achievement is reported against the achievement standards in the Australian Curriculum as outlined in the Western Australia Curriculum and Assessment Outline (available at www.SCSA.wa.edu.au) Achievement against the standards will be reported on as a Grade (A, B, C, D or E) as outlined below.

<u>Grade</u>	<u>Interpretation</u>
A	Excellent The student demonstrates excellent achievement of what is expected for this year level
B	High: The student demonstrates high achievement of what is expected for this year level.
C	Satisfactory The student demonstrates satisfactory achievement of what is expected for this year level.
D	Limited The student demonstrates limited achievement of what is expected for this year level.
E	Very Low The student demonstrates very low achievement of what is expected for this year level.

Students who have an Individual Education Plan will be reported against the outcomes in that document. NAPLAN data is received by the school and posted to parents/guardians in third term for year 7 and 9 students.

14. Transfers:

From another school in WA

It is the responsibility of the student who transfers to North Albany SHS from elsewhere in WA to provide North Albany SHS with evidence of all completed assessment tasks. The Head of Learning Area will contact the previous school to determine, if necessary,

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks.

The Head of Learning Area will:

- determine how the marks from assessment tasks at the previous school will be used

Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at North Albany Senior High School.

- 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.

Where additional work and/or assessment tasks are necessary, the teacher will negotiate a plan with the student showing the extra work to be completed and the modifications to the assessment outline.

Transfer from Interstate and Overseas

The Deputy Principal will contact the School Curriculum and Standards Authority to determine the transfer of any credit from subjects studied at the previous school. The student will be advised by the Deputy Principal of the details of any credit transfer.

15. 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 unit 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 approach the relevant Head of Learning Area.

The student or parent/guardian can request, in writing, that North Albany SHS 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 unit does not meet School Curriculum and Standards Authority 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 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 and a copy to the Principal.

If this review does not resolve the matter, in Senior School, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using the appeal form which is available from the Deputy Principal (Senior School). Council representatives will then independently investigate the situation and report to the Council's appeal panel. If the appeal panel upholds a student appeal, North Albany SHS will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.