GOVERNOR STIRLING

SENIOR HIGH SCHOOL

Senior School Assessment Policy

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Review Date 1		
Changes made		

Vision

Values

The values described below form the basis for our school code which defines our purpose and guides our actions as a school community in working with the students at Governor Stirling SHS.

1. Respect
Treat others with consideration, courtesy and fairness

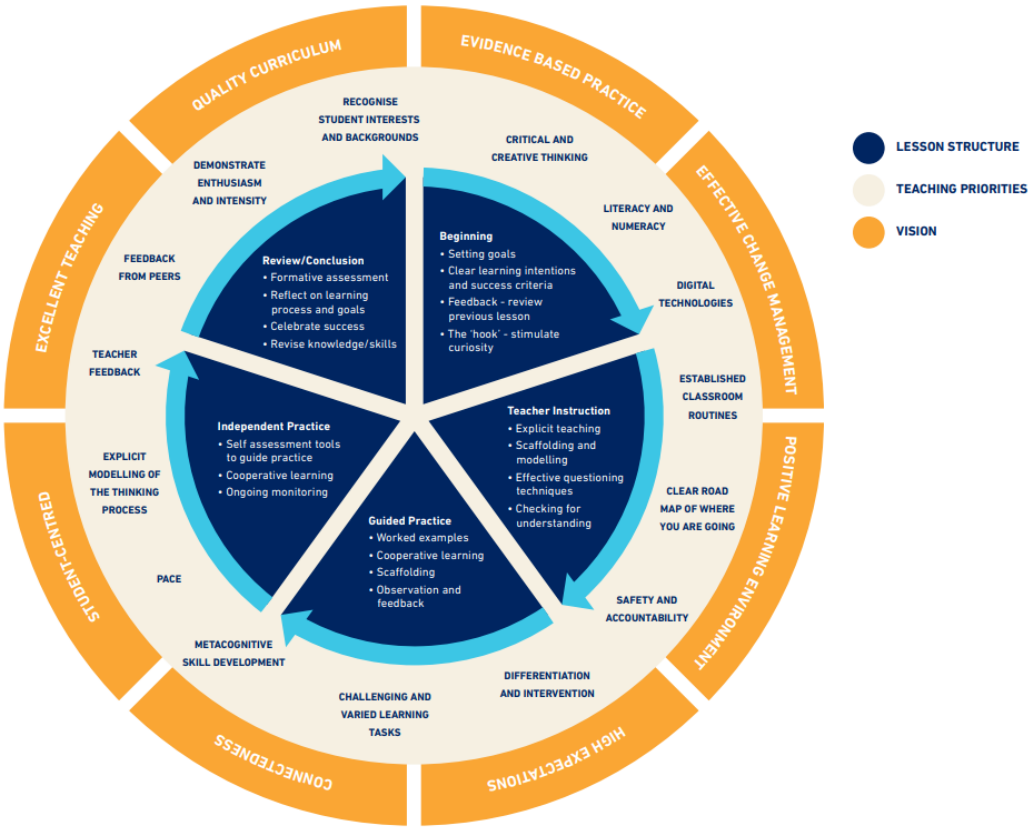
2. Tolerance
Accept individual differences

3. Personal Excellence
Strive to achieve your best. Persevere.

4. Responsibility
Acknowledge and accept the consequences of your actions.

5. Honesty
Be honest, sincere and seek the truth in words and deeds.

Instructional Framework



Assessment Policy

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process.

1. Overview

Assessment of student work assists teachers and the school in:

- monitoring the progress of students and diagnosing learning difficulties;
- providing feedback to students and parents on how they may improve their achievement;
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programs;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

2. Assessment Guidelines

Senior School student assessment has guidelines set by SCSA.

A Course Outline including deadlines and a clear Assessment Schedule or Scheme of Assessment will be provided to all students at the commencement of each learning program.

For Certificate Qualifications assessment structures must meet the requirements of the Training package and Registered Training Organisation.

3. Student responsibilities

It is the responsibility of the student 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 each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school (see Section 9 below for details)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per 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.

4. 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 or Vet qualification outline and an assessment outline (see Section 5 below for details)
- ensure that all assessment tasks are fair, valid and reliable
- Confirm via Connect the time of, or due date, of assessments by adding relevant information to the Connect Classes calendar.
- 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.

5. Information provided to students

Before teaching starts the teacher will provide on Connect the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions or Vet Qualification and units of Competencies.,
- a course outline for the pair of units (or unit or semester) 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 (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
    - the weighting for each assessment task
    - the weighting for each assessment type, as specified in the assessment table of the syllabus,
    - All VET Qualification tasks have equal weighting, and each must be completed to the prescribed standard in the training package.
    - a general description of each assessment task
    - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

6. Assessing student achievement

At Governor Stirling SHS 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 exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 7 and 8 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades.

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 will be provided with the task.

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/teacher-in-charge responsible for the course. (See Section 13 for further information on students with a disability).

VET Courses

Each VET course task provides evidence of student knowledge or skill achievement in competency-based training. The teacher will assess the evidence against the assessment criteria and indicate if the student has achieved competency or not yet achieved competency. If a task does not yet meet competency, students have the opportunity to resubmit any assessment item twice, provided the initial assessment was completed prior to the due date. Each task must be completed to the prescribed standard in the training package. Any task or unit which is not deemed competent will result in the qualification not being achieved.

In VET courses, teachers in consultation with the RTO, will apply reasonable adjustment to ensure maximum participation of learners with disability in teaching, learning and assessment activities. To ensure the participation of all learners, RTOs need to:

- make sure that course activities are sufficiently flexible
- provide additional support to learners where necessary
- where a learner cannot participate, offer a reasonable substitute activity within the context of the overall course.

Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability.

7. 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 can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 (June 3rd to June 13th 2025) and the end of Semester 2 (Year 12: 16th–25th September 2025. Year 11: 7th– 19th November).

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 2.5 or 3 hours in duration.

In Year 12 most 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 three weeks before the start of the exam period.

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, as for all other assessment tasks, the School will determine whether the reason is acceptable (see Section 15 below for details) and if not acceptable the student will be given a mark of zero. 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.

8. 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. In 2025 these will take place between Monday 12th and Friday 30th May.

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 15 below for details)

- If the reason is acceptable to the School, the teacher will exclude the assessment.
- If the reason is not acceptable the student will be allocated a mark of zero.

9. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

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

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor, expert, or AI)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarises the work of others.

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/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

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

- 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.

VET Courses

- In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. If a student is believed to have engaged in cheating, collusion or plagiarism, the student may be offered the opportunity to complete an alternative task under test conditions.
- If this behaviour is repeated, then the student's work will be deemed not competent and the qualification will not be achieved. Please refer to the Registered Training Organisations Student Handbook for information regarding the appeals process.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

10. Unauthorised materials

Items other than those listed on the front cover of assessment are classified as unauthorised. Students must not bring unauthorised materials into assessments. Unauthorised equipment includes, but are not limited to, the following items:

- mobile phone
- any watch – analogue or digital or fitbit or similar device
- mobile device that has wifi and/or Bluetooth capabilities
- mobile storage device
- non-approved calculator
- non-standard ruler (a ruler that has annotations other than length measurements of mm, cm and/or inch increments)
- calculator cover
- non-transparent pencil case
- non-approved notes or any other print material relevant or irrelevant to the examination, (for example, writing on the back of candidate's hand, or blank paper)
- headphones, earplugs, earbuds or other unauthorised listening device
- wallet, purse or bag
- food, lollies or chewing gum
- any other unauthorised item.

It is the student's responsibility to ensure they do not have any unauthorised material with them during assessments. They should be placed in their bag at the back of the room (or other suitable location as directed by the teacher) or otherwise hand it to their teacher before the start of the assessment.

Students found in possession of unauthorised materials during an assessment will have the item removed from them. They may also be subject to a penalty of loss of marks as determined by the Head of Learning Area in consultation with a Deputy Principal.

<u>Water Bottles</u>

You may bring water into assessments in a clear plastic bottle with all labels removed.

The water bottle should have a secure lid and have a capacity of no more than 1500 ml. Water bottles may not be refilled during assessments.

Note: the above list is taken from the Year 12 Information Handbook. This handbook is updated mid-year and this policy may be updated at that time to reflect any changes.

11. Security of assessment tasks

Where there is more than one class studying the same pair of units at the School all 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 School 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.

12. Retention and disposal of student work

The School will retain all assessment tasks. 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.

The School retains the assessments for one year in line with the Department of Education's Records Management Policy. All 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 School.

VET Courses

Student evidence is uploaded to Registered Training Organisation (RTO) at regular intervals and retained by the RTO for auditing processes for a minimum of 12 months following completion. If any evidence is lost before assessment, the student will need to reproduce the work.

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

13. 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 notified, and the modified assessment outline will be placed on the School intranet.

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 adjusted and provided to the student and parent/guardian.

VET Courses

In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability. All adjustment to assessment must be approved by the RTO.

14. 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 (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments,* which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

VET Courses

In VET courses, failing to complete a task or unit of competency will result in failure to achieve the qualification. Reasonable adjustment must retain the integrity of the assessment and cannot conflict with the principles of assessment: fairness, flexibility, validity and reliability. All adjustment to assessment must be approved by the RTO.

15. Completion of a pair of units

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.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant head of learning area/teacher-in-charge.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The School will determine whether the reason is acceptable (see Section 16 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the School (see Section 16 below for details) the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the School (see Section 16 below for details), the following penalties apply:

- 10% reduction in the mark for every day late. After 5 days late a student will be awarded a zero.

Where an in-class assessment task is missed, and the student **does not** provide a reason which is acceptable to the School (see Section 15 below for details) the student will receive a mark of zero.

16. Acceptable reasons for non-completion or non-submission

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.

In such cases the parent/guardian must:

- contact the School before 9.30 am 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 a letter of explanation from a suitably qualified health practitioner immediately the student returns 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 work with their HOLA and Upper School Deputy Principal to either:

- 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 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. sitting a driver's licence test, preparation for the School ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. 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.

In VET courses, the date of completion or submission of assessment tasks may be modified but all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved.

17. Transfer between courses and/or units

Should a student commence a pair of units late they will 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 may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

In Year 11, students may be able to transfer at the end of Semester 1, where class numbers enable this to occur and consultation with HOLA/teacher and Deputy Principal. Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

VET Courses

In VET courses, regardless of the date of enrolment, all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved. Students will not be enrolled in VET courses after end Term 2 Year 11 unless there are extenuating circumstances and are subject to approval of the Registered Training Organisation.

17. 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 evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

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

The head of learning area/teacher-in-charge responsible for the course will:

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

  [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Governor Stirling SHS.]
- 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 develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

VET Courses

In VET courses, regardless of the date of enrolment, all units of competency must be completed to the prescribed standard in the training package for the qualification to be Achieved. If any unit of competency has been completed previously, the student will need to provide a statement of attainment from the RTO or the USI portal to earn a Credit Transfer and thus not need to repeat the assessments.

18. Reporting student achievement

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

- a grade[1]
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark[1] (calculated from the weighted total mark).
- The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

At the end of Year 12, students will be provided with a Governor Stirling SHS 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. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the School.

VET Courses

For VET courses, the report provides:

- a list of units of competency achievement; and
- if the qualification has been achieved.

In VET courses, every unit of competency in a qualification must be achieved (Competent) for the grade equivalence to be accredited towards WACE.

Qualifications are assessed as Achieved or Not Achieved. All units of competency must be Competent for the qualification to be Achieved.

All qualifications are subject to approval by the RTO and any auditing processes by ASQA or the Training Accreditation Council of WA (TAC). Students will be notified of any changes from the review of the students' evidence

19. Reviewing marks and grades

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

The student or their parent/guardian 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 meet the syllabus requirements
- the assessment procedures used do not conform with the School's Senior 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.

If the Deputy Principal agrees that a review is warranted, then 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/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. 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 the statement of achievement as necessary.

VET Courses

For VET courses, the Student Handbook and induction provided by each RTO states the process for appeals and complaints. If an issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the VET coordinator. If an issue cannot be resolved at the School, the matter will be referred to the RTO.