



ST. ANDREW'S GRAMMAR

ASSESSMENT AND REPORTING POLICY YEAR 11 and 12

Date	Modified By	Ratified	Review
February 2016	Academic Director	2016	2017
February 2017	Academic Director	2017	2018
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St Andrew's Grammar

Year 11 and 12 Assessment and Reporting Policy

Introduction

Assessment and Reporting are an integral part of the Teaching and Learning Program for Year 11 and 12 students, which is guided by the School Curriculum and Standards Authority (SCSA) Year 12 Western Australian Certificate of Education (WACE) Manual.

All Year 11 and 12 students are enrolled in a combination of ATAR, General, Foundation, and Preliminary courses. Some students are also gaining credit for the WACE by doing a Vocational Education and Training (VET) qualification. The VET qualifications are delivered and assessed in partnership with registered training organisations. Students may also provide to St Andrew's Grammar appropriate evidence of completion of a SCSA endorsed program.

This policy applies to the assessment of all Year 11 and 12 WACE and Preliminary courses and the VET Certificate courses.

Responsibilities

The following policy has been developed so that students, parents, and staff are aware of their responsibilities in the assessment and reporting process.

Student responsibilities

It is the responsibility of the student to:

- complete the prescribed work in each subject by the due date
- meet all assessment deadlines
- 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**
- to contact teachers concerning absence from class, missed assessments, extension requests and other issues relating to assessment. It is important to contact teachers well in advance if you know you will be absent from class, particularly for missed assessments.

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the WACE syllabus requirements for the course
- provide students with the SCSA syllabus for WACE courses, a Course Outline and an Assessment Outline at the commencement of the course. (see: Information Provided to Students)
- ensure that assessment tasks are fair, valid and reliable
- provide students with timely (within two weeks) assessment feedback and guidance.

Feedback is to be recorded in the LMS marks book and made available to students and parents

- maintain accurate records of student achievement. Marks will be entered the LMS marks book
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program
- meet the school and SCSA timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- inform students at least a week before an assessment is administered and give at least one day's notice if the assessment date is rescheduled.

Information provided to students

Before teaching starts the teacher will place on LMS the following documents:

- the current SCSA syllabus for the course
- a course outline that includes the following information:
- the sequence in which the content will be taught, and
- the approximate time allocated to teach each section of content.
- an assessment outline that includes:
 - the number of tasks to be assessed,
 - a description of each assessment task,
 - the assessment type,
 - an indication of the syllabus content on which each task is based,
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submissions dates for an extended task),
 - the weighting for each assessment task,
 - the weighting for each assessment type, as specified in the assessment table of the syllabus.

Students will receive printed copies of these documents. The Principal will also receive a copy of all of these documents within two weeks of the commencement of the academic year.

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 given to the students.

Where disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be adjusted after consultation with the Head of Secondary and the Head of Learning Area and provided to the student (see: Students with special needs)

Assessing student achievement

School-based assessment of student achievement in all WACE and Preliminary courses must

reflect the six Assessment Principles as outlined in the WACE Manual (sub-section 2.1). In addition, all assessment tasks must be

- valid – clearly linked to the syllabus and the assessment specifications of the course.
- reliable – provide consistent and accurate information.
- discriminating – tasks clearly discriminate students across the full range of ability levels.

All St Andrew's Grammar WACE students are enrolled in year-long courses, each of which consist of a pair of units. In each course, a number of assessment tasks occur during the year including examinations in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see: Examinations and Externally Set Tasks), and for or students enrolled in English as an Additional Language or Dialect (EAL/D) the common oral assessment task (COAT), and an externally set task (EST) for Year 12 General and Foundation courses.

The requirements for each assessment task will be clearly described in writing (for example, what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, a marking rubric will also be provided.

Out of class assessment tasks and group work

Most tasks are completed in class. Some courses may include tasks that are completed out of class. To authenticate student achievement teachers may:

- provide an in-class validation test after submission of the out of class task, and/or
- require students to sign a declaration stating that the work is the student's own.

Some courses may include assessment tasks to be completed by a group of students. Teachers will clearly identify to students how they will assess the performance of each individual in the group. This will be provided to the students at the commencement of the task.

Students with special needs

Students who have special educational needs must be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus. Parents of students with a diagnosed permanent or temporary disability, or specific learning disability must contact the Head of Inclusive Education as soon as possible to discuss the types of assessment accommodation that can be provided to support their child. These accommodations will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*.

(<http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>).

Examples of accommodations include special equipment, provision of a scribe, additional time to complete the task, or the provision of rest breaks during timed assessments. Alternatively, 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 understanding.

Parents of students with cultural beliefs that might significantly affect their access to an assessment task must communicate with the teacher prior to the task being undertaken. The

teacher may, after consultation with the Head of Inclusive Education and the relevant Head of Learning Area, adjust the task.

Grade determination

Each task provides evidence of a student's achievement. The teacher uses the total weighted mark out of 100 from all assessment tasks to assign grades (A, B, C, D or E) at the completion of the WACE course. Each SCSA syllabus provides grade related descriptions that assist teachers to allocate appropriate grades.

Pre-established marks for grade cut offs are not used (for example: above 75% will not automatically be awarded an A grade.). Instead, teachers:

- generate a ranked list of all students based on the weighted mark out of 100
- identifies from the rank a 'gap' in the marks
- examines the work of students either side of this 'gap' with reference to the grade related descriptors
- reflect upon historic grade distribution data as well as feedback provided through consensus moderation processes, grade distribution advice, Maximizing Feedback' WACE data or marking standards review from the EST
- then determines the grade cut off

Neither preliminary, VET courses or Endorsed programs are awarded grades. Student achievement in Preliminary courses is recorded as 'completed' or 'not completed'. Student achievement in VET courses is competency based. If students achieve competency in their VET course(s) or Endorsed courses, a C grade will be awarded.

The grade and mark for WACE Year 11 and 12 courses is not finalized until approved by SCSA.

Managing assessment information

Assessment Portfolio

At the start of the school year, teachers establish an assessment portfolio for each student in their course which:

- contains all marked written assessment tasks
- is retained by the school until the marks and grades submitted to SCSA are accepted
- can be accessed by students and their parents whenever requested,
- SCSA may require access for syllabus delivery audits, consensus moderation, documentation or grading review or student appeal against school assessments, and
- Year 12 students may use to include de-identified copies of assessment tasks to support University Portfolio applications.

Security of assessment tasks

To ensure fairness to all students:

- all question papers used for in-class assessment tasks will be collected at the end of the lesson in which it was administered.
- students must not discuss the nature of assessment questions with other students

until all students have completed the task. Discussion of the questions will be treated as collusion and the students will be penalized.

- where St Andrew's Grammar 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 or the notified release date.
- assessment tasks will be modified before re-using them in future.

Retention and disposal of student work

Teachers are responsible for retaining all the marked written and non-written assessment tasks until the school's grades are approved by SCSA at the end of the student appeal process

By the end of the first term of the next school year the school will securely dispose of each students' assessment portfolio, and all recorded evidence of performance for non-written assessment tasks.

St Andrew's Grammar will not use a student's work for any other purpose without the written permission of the student's parent or guardian.

Examinations and Externally Set Tasks

WACE Examinations

Completion of WACE ATAR Year 12 courses requires students to sit the external WACE examination for each course in which they are enrolled or have an approved SCSA Sickness/Misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examinations will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

The SCSA Sickness/Misadventure form can be obtained from St Andrew's Grammar or downloaded from the following web address. Please note that very strict timelines and conditions apply for submitting this form to SCSA.

<http://www.scsa.wa.edu.au/forms/forms>

School-based examinations

School-based examinations are included in the assessment outline for each WACE ATAR course. The weighting (proportion of the final mark) for these examinations varies between courses and can be obtained from the course Assessment Outline.

A written examination will be held in all Year 11 and 12 ATAR courses towards the end of Semester 1. Towards the end of Semester 2, Year 11 ATAR course will have an examination based on the entire year's work. **Year 12 Trial WACE examinations occur during the term 3 holiday period.** A practical or oral exam will also be held in those courses with a practical or oral ATAR examination. For example: Music or Physical Education Studies.

The Year 11 written examinations are typically 2.5 to 3 hours long. In Year 12, written

examinations are 3 hours long except for:

- courses with a practical, performance or oral examination. The written component, generally, is less than 3 hours plus a separate practical, performance or oral examination.
- Mathematics courses which are a total of 2.5 hours long.

Externally set tasks

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 a 50-minute written assessment task developed by SCSA based on prescribed content. It is conducted under standard examination conditions. The EST is included in the course Assessment Outline. EST have a weighting of 15% of the final mark for 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. If this is not until after the date that SCSA requires St Andrew's Grammar to submit the EST marks, then the school will determine if the reason for non-completion is acceptable (see: Acceptable reasons for non-completion or non-submission for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school then 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.

Examination Rules

The examination timetable and examination rules are issued to students two weeks before the start of the exam period by the Head of Secondary. The examination rules are listed below. These rules are based on those that are used by the Authority for ATAR course examinations

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

Further to this, the examination rules also require students to:

- attend all examinations
- wear sports uniform
- arrive 10 minutes prior to the commencement of the exam
- place any technology with data storage or calculation capabilities, including mobile phones and watches on the invigilator's desk prior to the exam starting. These devices must be turned off.
- bring a transparent pencil case which contains only SCSA specified course equipment.
- bring the approved calculator for specific subjects (programmable vs non-programmable). It is up to the student to ensure the correct one is brought to the examination
- not bring food or chewing gum unless required for medical conditions
- bring an unmarked, transparent water bottle which has all labels removed
- not leave the exam room until instructed by the supervisor
- not talk once the exam room is entered
- ensure they have all the necessary and SCSA approved equipment required for the exam

Breach of examination rules

If a student is believed to have cheated during an examination, then the process as outlined in the Cheating, Collusion and Plagiarism section will apply. For all other examination rule breaches, St Andrew's Grammar will apply the same penalties as SCSA's applies to for breaches of conduct in the ATAR course examinations, as outline in the Year 12 Information Handbook. This handbook is available on the following website at the beginning of the school year.

<http://senior-secondary.scsa.wa.edu.au/further-resources/year-12-information>

Examination fairness is compromised

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security St Andrew's Grammar 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,
- penalize the students involved if there is a breach of security limited to only them (for example: a loss of marks).

Sickness and misadventure

Students who are absent for individual examinations Externally Set Tasks must contact the Head of Secondary as soon as possible. A medical certificate must be provided if a student has health issues. A parent or carer must contact the Head of Secondary if personal circumstances prevent a student from completing an examination. As for all assessment tasks, St Andrew's Grammar will determine whether the reason is acceptable (see: Acceptable reasons for non-completion or non-submission 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** if this is not possible the student will not sit the examination.

Cheating, collusion and plagiarism

Cheating is where a student is engaged in a dishonest act to increase their mark. Collusion is when a student submits work that is not their own for assessment. A student who actively assists another student with an assessment by allowing that student to copy their work is also considered to be colluding and therefore the same penalties will apply. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so.

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 (for example: another student, a parent, a tutor).
- paraphrases or summaries the work of others, without acknowledgement
- copied or downloaded from the internet without acknowledging the source. This includes any AI generated responses (for example: using ChatGPT).

Using AI

Generative AI tools may be used to support and enhance teaching and learning. Heads of Learning Areas and subject-specific teachers will provide guidance and support on the appropriate use of generative AI tools within each learning area. These expectations will be clearly communicated to students, including the requirement to use AI ethically in their schoolwork and to ensure appropriate attribution where AI tools are used.

Statement on the Use of Artificial Intelligence (AI) as a Learning Tool

Artificial Intelligence (AI) tools may be used to support and enhance teaching and learning at this school. AI can assist students and teachers with research, idea generation, drafting, feedback, and skill development when used appropriately. The use of AI is intended to complement, not replace, independent thinking, creativity, and effort.

Students are expected to use AI ethically and responsibly, in accordance with teacher guidance and assessment requirements. Where required, the use of AI must be acknowledged, and submitted work must reflect the student's own understanding and learning. Misuse of AI, including submitting AI-generated work as original without permission or attribution, is considered a breach of academic integrity.

Teachers will provide clear expectations regarding when and how AI tools may be used to support learning. The school is committed to promoting digital citizenship, protecting privacy, and ensuring the safe and equitable use of AI technologies.

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

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

The student and their parent/carer will be informed of the decision made, the penalty and any further action by the Head of Secondary.

Assessment tasks and submission of work

A course is assigned a grade (A, B, C, D, E) once all units are completed. To complete a course, 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

Late/non-submission of work

A student may apply to the course teacher, prior to the due date for submission for an extension of time to complete an assessment task. If the teacher determines that the reason for late or non-submission are valid (see: Acceptable reasons for non-completion or non-submission) 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 task prior to the due date
- in exceptional circumstances, and in consultation with the Head of Secondary, determine an estimate of achievement based on previous performance or adjust the Assessment Outline for that student

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide an acceptable reason, the following penalties apply:

- 10% reduction in the mark (if submitted one calendar day late), **or**
- 20% reduction in the mark (if submitted two calendar days late), **or**
- a mark of zero (if submitted more than two calendar days late or not submitted).

If a student does not submit an out-of-class assessment task, without providing an acceptable reason, the teacher will record in the LMS assessment feedback section the impact of the penalty on the student's grade and inform the Head of Learning Area with an LMS Academic note. The teacher Head of Learning area will negotiate actions to prevent this re-occurring.

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

Missed In-class assessments

If a student does not attend a scheduled in-class assessment task, and does not provide an acceptable reason, the teacher, in consultation with the Head of Learning Area, will contact the parent/carer to discuss the missed assessment and its impact of the penalty on the student's grade. **The student will receive a mark of zero.**

If an acceptable reason is presented, then the teacher with consultation with the HOLA and

Head of Secondary may:

- re-schedule the assessment for when the student returns to school or
- require the student to sit a different through comparable assessment or
- adjust the student's Assessment Outline

Please note that students will be asked to supply a medical certificate to cover absences due to health issues.

Teachers will record in LMS that a student has missed an assessment, if a sound reason or medical certificate has been supplied and the outcome applied. An Academic Note will also be made in LMS, to inform the Head of Secondary.

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. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment 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 St Andrew's Grammar Reception by 8:30am on the day of the in-class assessment task or due date for submission of an out-of-class assessment
- email the classroom teacher, **and**
- provide a medical certificate

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (for example: sitting a driver's license test, preparation for the St Andrew's Grammar Ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Secondary the development of an Individual Documented 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 (for example: storm damage) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the examination timetable, students will be advised by St Andrew's Grammar of modifications to the task requirements and/or the assessment outline.

Transfer between courses and 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 courses is made through the Head of Secondary. A meeting may be held with the parent/carer 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.

When a student transfers to a different course within the same subject (for example: from English ATAR Year 11 to English 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 be 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 to enable a grade to be assigned, the teacher will develop an individual 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 Head of Secondary and the parents and provided to the student.

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 St Andrew's Grammar with evidence of all completed assessment tasks. The Head of Secondary 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 teacher responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used.
- where necessary these marks will be adjusted to ensure that they are on the same scale as those at St Andrew's Grammar
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned
- determine the additional work required for completion

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual Documented Plan showing the work to be completed and an individual assessment outline. The plan and the modified assessment outline will be discussed with the Head of Secondary, the parent/guardian and provided to the student.

Reporting student achievement

Formal reporting

St Andrew's Grammar Year 11 students receive a report at the end of Term 1 and Semester 1 and at the end of Semester 2. Year 12 students receive a report at the end of Term 1 and Semester 1 only.

The report provides for each course:

- a grade
- the percentage mark in the school-based examination
- the percentage course mark

- further information on the student's attitude and effort

The Semester 1 mark and grade are interim as they are based upon the weighted average of assessments covered only in Semester 1. The Semester 2 report reflects achievement over the entire course.

In late October, students in Year 12 will receive a St Andrew's Grammar Provisional Statement of Results which lists for each course a mark out of 100 and grade. These results will be submitted to SCSA. Successful completion of VET qualifications and endorsed programs are also listed on the Statement of Achievement.

By late November, Year 11 students will receive a Statement of Results which lists for each course studied the grade and a mark out of 100.

All final grades are subject to SCSA's approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the SCSA's review of the student results submitted by St Andrew's Grammar.

OLNA

Students who have not prequalified by achieving the required band in NAPLAN, will participate in OLNAs as required in Years 11 and 12. The Head of Secondary will send information to parents/carers regarding OLNAs reports as it becomes available.

Ongoing feedback

Ongoing feedback is provided to students and parents/carers for each course. Parents will be regularly informed about a student's progress by one or more of the following methods:

- Parent SEQTA login
- Telephone call or email from teachers or the Head of Teaching and Learning.
- Interim report

Promotion to Year 12

The minimum requirement at Year 11 for a student to gain entry to Year 12 is a C grade in two yearlong courses, otherwise it will not be possible to achieve WACE in two years. The Head of Secondary reviews students' progress towards achieving WACE at the end of Terms 2 and 4. The Academic Director will contact students and their parents/carers if a student should be at risk of not achieving WACE.

Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a course they should 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 Head of Learning Area, who will discuss with the Head of Secondary.

The student or their parents/guardians can request, in writing, that St Andrew's Grammar

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 assessment policy
- procedural errors have occurred in the determination of the mark and or grade
- mathematical errors have occurred in the determination of the mark or grade

The Head of Secondary will conduct the review. The Head of Secondary and the Principal will meet with the student and the teacher independently and prepare a written report. This report will be provided to the students, 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 (SCSA) using an appeal form which is available from the SCSA's website. SCSA representatives will then independently investigate the claim and report to the SCSA's student appeal committee. If the committee upholds a student appeal, the school will make any required adjustments to the student's marks and/or grades and where required, the marks and/or grades of other students and re-issue reports as necessary.

Summary

It is important that all staff, students and parents are familiar with and use this policy. Contact the Head of Secondary to discuss any aspect of this policy