



Secondary School Assessment & Reporting Guidelines

Sources of Authority	
CECWA Policy	Education Policy
Executive Directive	Religious Education Curriculum Assessment and Reporting
SCSA	Pre-Primary to Year 12: Teaching, Assessing and Reporting Policy WACE Manual

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Vision Statement

Mother Teresa College is an inclusive learning community seeking to grow strong in faith and love. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all, we aim to:

CHALLENGE our students and all in our college community to **CONNECT** with learning about ourselves, one another and the wider world, and **CONTRIBUTE** with confidence, courage and creativity towards making the world a better place for all peoples.

Rationale

At Mother Teresa Catholic College, students are given valid and explicit assessment which are fair and offer opportunity for all to demonstrate their knowledge of the content explored. The classroom teacher is responsible for guiding students through the process of task development and supporting the student to improve their skills. This will require good communication between the class teacher, student, and parent/caregiver. Assessment is not just about measuring learning and achievement but also about students developing skills they can use for life. Assessment practices used throughout the college will show an awareness of the developmental needs of the individual student.

At Mother Teresa Catholic College we ensure that all students are challenged to develop and demonstrate the skills that are required for their success, both now and in the future. Staff will support students, and their parents/caregivers, to ensure work is completed to the highest standards possible and endeavor to assist students in developing appropriate work habits, routines and study skills to support their achievement.

It is expected that through the college Assessment practices students will be accountable and responsible for the completion of their best standard of work. In doing this, students will develop a strong sense of achievement and pride in their work and themselves. The Reporting and Assessment procedures and guidelines outlined in this document is consistent with that of the School Curriculum and Standards Authority (SCSA) and the CEWA Curriculum, Assessment and Reporting Policy.

1. RESPONSIBILITIES

1.1 Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress. A student who is absent from a class for more than 10% in a 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, prior to the assessment task due date.
- 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 subject studied which contains all completed written assessment tasks. This file may be stored by the class teacher and made available to students for revision and feedback purposes.

1.2 Parent/Caregiver responsibilities

It is the responsibility of parents/caregivers to:

- monitor upcoming assessment dates on SEQTA-Engage.
- communicate directly with teacher of any missed assessment via phone or email, advising of absence and awareness of assessment to be missed.
- avoid taking their child(ren) out of school for extended periods of time.
- contact the Year Coordinator to discuss extended absences and notify the College Principal in writing well in advance of absence.
- provide a medical certificate when student is absent for examinations.
- support their child to complete assessment at appropriate Missed Assessment time.

1.3 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 particular subject.
- provide students with access to a course outline and an assessment outline via SEQTA Learn.
- ensure that all assessment tasks are aligned to the [Authorities Principles of Assessment](#).
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks.
- maintain accurate records of student achievement.
- meet College and external timelines for assessment and reporting.
- inform students and parents/caregivers of academic progress, as appropriate.

1.4 Information Provided to Students

In order to provide a clear understanding of assessment requirements and opportunities for academic success, students will be provided with the necessary course information at the beginning of each course of study undertaken.

Course information to Years 7-12 students:

- the SCSA (the Authority) syllabus.
- a course outline including content and the sequence in which it will be taught with approximate time allocations for each section.
- an Assessment Outline that includes:
 - the number of tasks to be assessed
 - the timing of each assessment task
 - the weighting for each assessment task
 - a general description of each assessment task
 - Inclusion of the Syllabus points being assessed.

This information will be available to students via SEQTA-Learn. Parents/Caregivers are encouraged to access these documents and discuss the due dates and assessment requirements with their child(ren) each term. While every endeavour will be made to adhere to the assessment dates included in the Assessment Outline, there will be times when dates will need to be adjusted in response to unavoidable circumstances. In these cases, students will be advised of the change at least one week in advance of the assessment.

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

2.0 ASSESSMENT PROCEDURES

2.1 Assessing student achievement

Students complete several assessment tasks during the semester or year. Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions and Teacher Professional Judgement.

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 may 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 Team Leader/teacher-in-charge responsible for the course.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents/caregivers
- whole-school and system planning, reporting and accountability procedures

YEAR 7 - 10 ASSESSMENT:

- is based on the outcomes and principles described in the [Western Australian Curriculum](#) and how student learning develops;
- Student achievement will be recorded in grades A–E for each course unit completed.
- reflects the 'Expected Standards' for each phase of learning within each learning area;
- is an integral part of teaching and learning;
- encourages and fosters student self-evaluation and reflection;
- includes a variety of strategies and multiple sources of evidence;
- accommodates students with disabilities and other identified learning needs; and
- is recorded through a manageable system of keeping records of annotations, observations and other relevant documentation.
- Students will participate in a series of standardised assessments from years 7-10 to collect data to assist our teaching and learning programs. These include, but not limited to PAT Reading, PAT Maths, Religious Education Assessment, NAPLAN and OLNA.

The outcomes assessed in each year level will be directed by the Associate Principals in collaboration with Team Leaders.

YEARS 11 AND 12 ASSESSMENT:

The assessment procedures as outlined by the Authority within the [WACE Manual](#) for senior secondary schooling are followed. Inclusive of the following:

- Student achievement will be recorded in grades A–E for each course unit completed.
- For Preliminary units, students will be recorded as having Completed or Not Completed the unit requirements.
- For all courses of study:
- each unit will have an assessment outline that shows:
- the number of tasks
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- an indication of the coverage of the unit outcomes provided by each task

- the timing of each task (e.g., the week the task is conducted or the issue and submission dates for an extended task)
- the weighting of each assessment task
- the weighting placed on each assessment type as specified in the assessment type table of the syllabus
- assessment tasks will be developed with reference to unit content/contexts and/or outcome progressions (i.e., the syllabus)
- marking keys/guides/criteria that derive from the task will be developed
- assessment tasks will be marked using marking keys/guides/criteria
- marks will be recorded
- at the conclusion of the unit, marks will be weighted and combined to derive a score out of 100
- grade cut-offs will be determined using grade descriptors and grades allocated.
- VET assessment will be competency-based and specific requirements are outlined in industry training packages.
- Endorsed program assessment will be based on the requirements of each program.
- Students will participate in a series of standardised assessments from years 11-12 to collect data to assist our teaching and learning programs and assist them to meet the requirements of WACE. These include, but not limited to Course Specific EST and other ATAR WACE Exams and OLNAs.

2.2 Examination

School examinations are included in the assessment outline for:

- Year 9 Semester 2 (Religious Education, English, Mathematics, Science and HaSS)
- Year 10 Semesters 1 and 2 (Religious Education, English, Mathematics, Science and HaSS)
- Year 11-12 Semesters 1 and 2

The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline. For subjects that are Year-long courses, end of Year examinations should examine content from the full year, although Semester 2 content may be more heavily weighted than Semester 1.

Examinations for Semester-length courses should only examine content from that semester.

In Year 11 & 12, a written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. Semester 1 and 2 exams may be of equal weighting, or Semester 2 examinations may have a heavier weighting than Semester 1. Please refer to the specific assessment outline for each course.

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

<i>Year Level</i>	SUBJECTS	Working Time	Reading Time
<i>Year 9 (Semester Two only)</i>	Religious Education, English, Mathematics, Science, HaSS	90 minutes	5 minutes
<i>Year 10 (Semester One)</i> <i>Year 10 (Semester Two)</i>	Religious Education, English, Mathematics, Science, HaSS	90 minutes 120 minutes	5 minutes 10 minutes
<i>Year 11 & 12</i>	ATAR courses	180 minutes	10 minutes
	ATAR courses (with practical component)	150 minutes	10 minutes
	ATAR Mathematics Section 1	150 minutes 50 minutes	15 minutes 5 minutes
	Section 2	100 minutes	10 minutes
<i>Year 12 (Semester One only)</i>	General courses (EST)	50 minutes	Nil

The examination timetable is issued to students prior to the start of the examination period, along with a copy of the examination rules 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 until the conclusion 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 authorised 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.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will:

- remove the question and associated marks 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, the student must submit a medical certificate to the Associate Principal responsible for that year group. The College will determine whether the reason is acceptable ([see Section 3.5 for details](#)).

If the reason is acceptable to the College, 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.

If the reason is not acceptable to the College, the student will receive a mark of zero.

3.0 PROCEDURES FOR MISSED ASSESSMENTS

If a student knows in advance that he/she will be away on the day of an in-class assessment, then it is the student's responsibility to see the teacher concerned prior to the assessment task being given to the class, with communication from their parent/caregivers to request other arrangements.

If the reason for a missed assessment is deemed valid, the student may be required to sit the missed assessment on their return, as negotiated with teacher, Team Leader and Associate Principal. In this case, the mark recorded for the missed assessment may be one of the following:

- the actual mark achieved by the student for the assessment after it has been completed
- a blank score, as to not have any impact on a student's final aggregate
- a zero mark, depending on the reason for the absence

In the case of a practical assessment, a teacher generated mark based on professional judgement from evidenced gathered during class

This decision will be made on a case-by-case basis, following consultation between the Teacher, Team Leader and Associate Principal of the relevant year group.

Please note, that students missing school due to an invalid reason **will not be provided with additional work from their teacher**. Instead, students are advised to monitor SEQTA-Learn, and make arrangements to collect handouts etc.

3.1 Missed Assessment Sessions

The Team Leader and / or Associate Principal determines if the reason and the support document provided for a student's non-completion of an assessment is acceptable. The assessment is to be completed on return via the school based missed assessment sessions.

All students who miss an in-class assessment will be required to complete a Missed Assessment Session. Students will receive a SEQTA communication informing them of the location and time of their Session. Lunchtime sessions are reserved only for students who cannot make before or after school session due to restrictions from Transperth bus Schedule. ***Please note, the sessions are planned at the beginning of the Academic year and subject to change.***

The expectation is that the students will complete the missed assessment on the **first available assessment day after returning to the College**, unless negotiated otherwise with the classroom teacher. It is the student's responsibility to ensure they complete the missed assessment or negotiate otherwise with the subject teacher either on or prior to the first day they return to the College. Teachers are not expected to locate the student.

Students who fail to complete the assessment as outlined above, and have not negotiated otherwise with the classroom teacher, will receive a mark of zero for the assessment. It is important to note that in the case a zero mark is recorded, the primary purpose for completing assessment tasks is to enable the student to receive feedback on their learning. Parents/Caregivers are therefore encouraged to ensure their child completes the task in order to receive the relevant feedback. **Prior to giving the student a Zero a phone call home from the classroom Teacher must take place.**

[Appendix A](#) provides guidelines to staff for implementing this section of the policy.

3.2 Procedures for Missed Practical Assessments

Students studying courses with Practical Assessment components and have a valid reason for missing a practical assessment, will be required to make a time to complete the task as soon as they are able to do so. In the case of group assessments, alternative arrangements for assessment may be necessary and will need to be negotiated with the teacher and Team Leader. Those students missing Practical assessments without a valid reason may receive either a blank, part credit or a zero mark, depending on the reason for the absence.

3.3 Completion of Subjects (Includes Late Submission of Assignments)

A grade (A, B, C, D or E) is assigned for subject 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.
- Complete the Educational Program outlines in the Course Outline

If an assessment task cannot be submitted directly to the teacher, it can either be submitted electronically to the teacher (student is to keep a record of the communication), or it can be submitted to the relevant Team Leader/teacher-in-charge. Computer related problems before submission will not be a valid excuse for non-submission.

In relation to out of class assignments, teachers will articulate a due date and due time for the task (e.g. Commencement of class that day). In the case where only a due date has

been articulated, the due time will be assumed to be within the calendar date stated. E submission via SEQTA is preferred and will time stamp all submissions. In the case where a student is

absent from school on the day an assignment is due, the assignment should still be submitted electronically to ensure the deadline is met.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/caregiver must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section Acceptable Reasons for non-completion or non-submission of an assessment task).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College, 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 advise the student and the parent/caregiver of the possible impact of the penalty on the student's grade.

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 College the following penalties apply:

- Day one 10% off student result
- Day two 20% off student result
- Day three 50% off student result
- Day four 100% off student result.

Please note, a Day refers to a school day, Monday to Friday.

Where an in-class assessment task is not completed at all, and the student **does not** provide a reason which is acceptable to the College the student will receive a mark of zero.

It is important to note that in the case a reduced or zero mark is recorded, the assessment tasks must still be completed. The primary purpose for completing assessment tasks is to enable the student to receive feedback on their learning. Teachers must privately annotate the students potential result if no deductions were applied. This is for moderation purposes and to allow professional judgement to occur in finalising student results.

When a student fails to submit an assessment task the classroom teacher is to communicate with the student and the students' parents/caregivers and negotiate a revised due date for completion. If the student fails to complete the task by the revised due date the teacher is to escalate the non-submission to the appropriate Team Leader and they are to repeat the process of a revised due date. In a situation where there is refusal by the student to complete the task, the Associate Principal and/or Vice Principal

and Principal will meet with the student and students' caregivers to discuss the students engagement in their learning.

It is important to note, that when dealing with a student in year 11 or 12, the mark is recorded as a blank and privately annotated as "Unfinished" and not a zero, this indicates the assessment is unfinished. This can have possible implications for course completion requirements. Classroom Teachers must work with their Team Leaders and the Associate Principal of years 11-12 in this circumstance in line with the Authority's requirements.

The Student, Parent/Caregiver, Classroom teacher, Team Leader and Associate Principal will work together to ensure that this assessment is completed.

For a student to achieve course completion, they must genuinely attempt all aspects of the assessment and educational program within a course for a grade to be awarded. Otherwise,

an "Unfinished" will be awarded. If a student is deemed at risk of receiving a 'U', the student, parent/caregiver, Team Leader and Associate Principal should be advised and strategies implemented to support the student's completion of the course.

When a student is at risk of not achieving their WACE the Associate Principal in collaboration with the Year Coordinator, Team Leader and Teacher reserves the right to request the student has the opportunity to re-submit the task or complete an alternative assessment task without Academic penalty.

3.4 Extensions

Non-Submission of an assessment by the due date must be justified with an approved extension or special considerations endorsement. An extension or special considerations endorsement can be approved by a teacher in consultation with the Team Leader and /or Associate Principal. An extension is required to be requested at least 24 hours prior to the due date. The extension application can be approved by the classroom teacher and possible reasons for approval may include, but limited to;

- Ill health and injury (confirmed by a written support document),
- A major family upset (confirmed by a written support document),
- Unforeseen and unavoidable situations (confirmed by a written support document),
- Special educational needs (confirmed by a written support document),
- Special pastoral needs (confirmed by a written support document) and
- School related extra-curricular activities

It is a student's responsibility to submit assessed work to their teacher on time. Students absent on the day an assignment is due must arrange for it to be delivered to the teacher on the day that it is due (unless an alternative arrangement has been approved by a teacher in consultation with a Team Leader). The Team Leader will determine if the reason for the student not submitting the assessment on time is acceptable. If the reason provided by the student for non-completion or non-submission of an assessment task is acceptable to the Team Leader or Associate Principal, the Team Leader may implement strategies such as:

- removing the task from the assessment outline where a professional judgement of the

- achievement of the student can be made based on the remaining tasks
- providing an extension of time to complete the task
- providing an alternative assessment task
- estimating performance based on previous performance/s on the same type of assessment task (Z Score). It is essential that Z scores are re-calculated at the conclusion of the assessment schedule for that academic year, prior to completing the students final report.

3.5 Acceptable reasons for non-completion or non-submission of an assessment task

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 College. For example:

- Principal approved leave
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations) 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/caregiver must:

- contact the College before or 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 immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission 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**
- complete the assessment in a Missed Assessment session.
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential, valid or fair), **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's 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. family holidays, medical/dental appointments (NB. Consideration will be given to specialist appointments that cannot be re-scheduled), preparation for College social functions).

In exceptional circumstances, the parent/caregiver may negotiate the development of an individual education plan with the Year Coordinator in collaboration with the Associate

Principal. 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 College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

In fairness to all students who complete the assessment on the intended date and to allow timely feedback to these students, teachers will implement a response which maintains the validity and reliability of the assessment task for the student cohort.

4.0 CHEATING, COLLUSION & PLAGIARISM

4.1 Cheating, Collusion & Plagiarism Overview

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

- is prepared or substantively contributed to by another person (e.g. student, teacher, and tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.
 - The use of Artificial Intelligence (AI) Software.

4.2 Collusion

Collusion and the passing on of information regarding the content of assessments between students is likely to skew the results of both those students who have gained information regarding the assessment and those who have not. 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.

4.3 Cheating

Students who take unauthorised notes or other materials into an in-class assessment or examination, or who communicate with each other during the assessment, may be deemed to be cheating to gain an unfair advantage. For this reason, students may be asked to place all unnecessary materials out of reach and must not communicate with other students in any manner during assessments.

4.4 Process and Validation

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will communicate the details, including evidence, to the relevant Team Leader responsible for the course. As part of this process, the student and the parent/caregiver will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

Teachers and Team Leaders may use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools to check the

originality of the work submitted by a student. If a teacher suspects that a student's submission is not their own work, they may require the student to validate their knowledge and understanding through other means, such as in-class validation assessments. Teachers and Team Leaders reserve the right to validate whether the student's work is genuine by talking to the student. Team Leader and teacher can ask them questions, get the student to re-call the content they have submitted, or ask the student to sit a new assessment.

If it is demonstrated that a student has cheated, colluded or plagiarised, beyond reasonable doubt, 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.
- Please refer the Examination Section of this policy for Exam specific cheating and Collusion.

Students who allow other students to copy their work may also be penalised, depending on the nature of the plagiarism and their involvement.

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

5.0 SECURITY AND RETENTION OF STUDENT WORK

5.1 Security of assessment tasks

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, 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. Discussion of the questions will be treated as collusion and the students will be penalised.

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

5.2 Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, teachers will assist in establishing an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks.

The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products).

In Years 11 & 12, all assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Where assessment files are stored by the classroom teacher, students will have access to the file for revision purposes during class time and for home study in the fortnight prior to examination periods. The assessment files should be stored in an appropriate and secure teacher workspace.

Students are required to return the file to the teacher at the conclusion of the examination period. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

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

5.3 Modification of the assessment outline

If circumstances change during the teaching of a subject, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

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 modified, and the student and parent/caregiver will be notified.

Where medical conditions or Principal approved absence has resulted in the inability of a student to complete one or more assessment tasks, the College may alter the Assessment outline, in line with the regulations outlined in the [Authority's WACE manual](#). The student and parent/caregiver will be notified.

5.4 Students with a disability OR Students with special learning needs

Students with a diagnosed condition, where their disability, impairment or medical condition (including diagnosed mental health) will significantly affect their access to a particular assessment task, have written, oral and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Team Leader / teacher-in-charge responsible for the course. These adjustments will be outlined in the student's IEP, which is available in the SIP panel on SEQTA, and 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 (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, alternative arrangements, additional time or rest time to complete the task.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

6.0 TRANSFERS

6.1 Transfer between courses

If a student commences a subject late, they may be at risk of being disadvantaged compared to others in the class. A request to transfer between courses in Years 11 and 12, or elective subjects in Years 8, 9 and 10, is made through the Associate Principal of the relevant year. Consultation will be held with the student and the parent/caregiver to discuss the benefits and detriments of the change.

The deadline for student transfers are as follows:

- in Years 8, 9 elective changes may only occur within the **first 3 weeks of the course**.
- in Year 10, elective changes may only occur within the **first week of the course**
- in Years 11 and 12, **Friday of Week 7 in Term 1** for WACE courses and **Friday of Week 2 in Term 1** for VET courses. Students may not move into an ATAR course after the commencement of the school year unless the student already has significant background knowledge/ understanding from current or prior study of a related course. The dates outlined above are subject to changes annually, based on the advice and restrictions placed on schools by the Authority.

A student transferring by the due date will be withdrawn from the original subject and no grade will be assigned. The student will then be enrolled in the subject into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course.

In Year 11, students may also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1. The final date where students may request a change is the **conclusion of week 8 of Term 2**. The date is subject to changes annually, based on the advice and restrictions placed on schools by the Authority.

6.2 Transfer from another school

It is the responsibility of any student who transfers to Mother Teresa Catholic College to provide the College with evidence of all completed assessment tasks from the previous school. This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade for each course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2. Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline. After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/caregiver to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

7.0 REPORTING

7.1 Reporting student achievement

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

- a rating of set attributes describing Cooperation, Organisation and Work Ethic. Specific Attributes included in reporting is subject to change as per the requirements of the college.
- Grade A, B, C, D or E is assigned for each subject completed.
- the percentage mark in the school-based examination (if applicable).
- the percentage mark (calculated from the weighted total mark).
- A state grade for applicable courses in Years 7-10 based on the Authority's Achievement Standards. Exceptions to this includes Religious Education and some year 7, 8, 9 and 10 electives.
- For Year Long courses, the Mid Year mark and grade are interim/progress reports as they are not finalised until the subject is completed at the end of the year.
- At the end of the Year 12, students will be provided with a Statement of Results, 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 Results.
- All final grades from PP to 12 are submitted to and subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

7.2 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 pair of units, then 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/caregiver should approach the relevant Team Leader responsible for the course. In the event that the matter is still not resolved, the parent/caregiver should make contact with the Associate Principal of the relevant year group.

Reviewing marks and grades – Year 11 and 12

In the event that the process outlined above does not resolve the concern, the Years 11 or 12 student or their parent/caregiver can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline does not conform to the syllabus requirements
- The assessment procedures used do not conform with the College’s senior secondary assessment Reporting Guidelines
- 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.

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/caregiver.

If this review does not resolve the matter, the student or parent/caregiver may appeal to the Authority using an appeal form which is available from the Associate Principal or the Authority website. The 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 College 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.

Document Review Table			
Authorised by	Geri O’Keefe		
Version	1.1	Date:	21 February 2024
Effective Date:	26 February 2024	Next Review:	01 January 2025

Revision Detail			
Version	Date	Amendment	Person
1.0	22 September 2023	Original Version	Heads of Secondary School
1.1	15 February 2024	Update to Section 3 – Missed Assessments	Dryw Edwards