



# Lake Joondalup Baptist College

## **Senior Secondary Assessment Policy (Year 10, 11 and 12) Policy 128**

**Policy reviewed date: November 2023**

Lake Joondalup Baptist College is committed to the National Child Safe Organisation Principles, and to providing a child-safe environment which safeguards all students and promotes practices which provide for the safety, wellbeing and welfare of our children and young people. Lake Joondalup Baptist College expects all College community members including Board members, staff, volunteers, students, visitors and contractors to share this commitment.

# Senior Secondary (Year 10, 11 and 12) Assessment Policy

## Purpose

The College Purpose is to nurture young people to discover and confidently express their unique God-given gifts in service of their community.

This policy which outlines assessment principles and procedures is made available to all Senior Secondary students at Lake Joondalup Baptist College. It is based on School Curriculum and Standards Authority requirements for assessment as outlined in the WACE Manual 2024.

## Policy statement

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## Overview of Assessment

Assessment is an integral part of the learning and teaching program. It serves an important purpose in providing feedback to students to enable them to understand their level or degree of achievement. Feedback provides students with an indication of what might be required to move them to higher levels of achievement.

Assessment is also required in a more formal way to provide detailed information about student achievement to the School Curriculum and Standards Authority for certification purposes, and to assist post-school providers in selecting students for entry to courses.

Assessment programs at Lake Joondalup Baptist College are designed carefully by teachers of courses to:

- comply with the requirements of the School Curriculum and Standards Authority
- provide students with full information about assessments, including the nature, timing, provisions for failing to submit assessments, provisions for late submission, appeals processes, procedures for sickness and other misadventure and provisions for students with special needs
- provide meaningful and timely feedback to students

## Student responsibilities

Students are required to take responsibility for familiarising themselves with the school Assessment Policy- including all associated documents including the guidelines for the use of AI. This means they will be aware of the proposed nature and timing of key assessments.

In addition, students must:

- complete all assessments required in each course or subject
- complete all work requirements in each course or subject
- maintain a good record of attendance to all lessons (students absent from more than 5 lessons per term is deemed to be 'at risk' and not achieving the best possible result
- ensure that they inform the school before anticipated absences, or after any unforeseen absences, or any other issues relating to assessment (**see details in Appendix 1 number 6. Leave of absence during the school term**)
- attempt all in-class assessments on the scheduled date and submit all out of class assessment tasks by the due date
- maintain a portfolio of all marked written assessments tasks as the Authority may request access to students' assessed work during the school year (non-provision of assessed work by a student for the purpose of the Authority's grade validation or moderation purpose may impact the Authority's approval of a student's final grade).

### **Teacher responsibilities**

- Develop a teaching and learning program that appropriately delivers the current Authority syllabus
- Provide students with access to a course and assessment outline
- Ensure that all assessment tasks, including marking keys/rubrics are fair, valid and reliable
- Provide students with timely assessment feedback and with guidance about how best to correct for future tasks
- Maintain accurate records of student achievement
- Inform students and parents of academic progress

### **Legislation**

School Education Act 1999

### **Related Policies**

- 15 Lower School Assessment
- 77a Grievances Policy (Community)
- 77b Grievances Policy (Students)
- 131 Homework
- 110 Documented plans for learning Support

# Appendix 1

## 1. Assessment guidelines

Assessment procedures for senior secondary schooling, especially Year 11 and 12, are mandated by the School Curriculum and Standards Authority. Year 10 programs will comply with the Western Australian Curriculum. Year 11 and 12 programs will be courses of study. Aspects of assessment that are mandated by the School Curriculum and Standards Authority are:

- **The Course syllabus** – a copy of this is made available online to students at the commencement of the Course or unit. Additional hard copies are available upon request. Further information may be downloaded from the School Curriculum and Standards Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au). All Year 11 and 12 classroom teachers are required by the College to provide the Course syllabus to students via the College Learning Management System.
- **The assessment outline for the Course** – students are issued with a copy of the school assessment policy as well as the assessment types/tasks and the outcomes covered, and the broad and specific timing of assessments. All Year 10, 11 and 12 classroom teachers are required by the College to provide an assessment outline to students within the first two weeks of the academic year through the College Learning Management System. Hard copies are available on request.

These are minimum requirements for all Senior Secondary courses at the College.

### Principles of Assessment:

1. Assessment is an integral part of teaching and learning
2. Assessment should be educative
3. Assessment should be fair
4. Assessment should be designed to meet its specific purpose/s
5. Assessment should lead to informative reporting
6. Assessment should lead to school-wide evaluation process
7. Assessment should provide significant data for improvement in teaching practices

### For Senior Secondary studies

Year 10 students are assessed against the requirements for the Western Australian Curriculum (Western Australian Curriculum and Assessment Outline).

Where grades 'A-E' are used in Year 10, the five grades can be described, in summary, in the following way in accordance with the Western Australian Curriculum requirements:

Letter grade	Achievement descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-primary to Year 10. In Year 10 the above table of letter grades and achievement descriptors is used for describing achievement and for reporting purposes.

**In Years 11 and 12 Students are assessed against the requirements for the WACE (Western Australian Certificate of Education).**

The School Curriculum and Standards Authority requires the following results to be submitted for each course or school-based subject.

Where grades 'A-E' are used in Year 11 and Year 12, the five grades can be described, in summary, in the following way:

- A Excellent Achievement
- B High Achievement
- C Satisfactory Achievement
- D Limited Achievement
- E Inadequate Achievement

Each course or subject description will have detailed grade descriptors, which will be outlined in the Course Syllabus or Outline and/or the Assessment Program provided by College teachers.

If a student in any courses or school-based subjects does not have the opportunity to complete the assessment, and the reason for non-completion or non-submission is acceptable to the College, the teacher, in consultation with their Head of Learning Area and the Dean of Studies, will submit a notation of a 'U' (Unfinished) grade. This is acceptable if there is insufficient evidence to assign an 'A-E' grade and **there is opportunity to assign an 'A-E' grade if more time is provided to complete assessment tasks (usually the next semester). This option is only available to Year 11 students at the College who intend to complete their WACE and Year 12 studies at the end of Semester 1 in their final year.**

A Year 12 student at the College in their final semester cannot be awarded a 'U' grade unless they have already negotiated with the College to return for Year 13.

## 2. Changes to results

Schools are required to participate in formal School Curriculum and Standards Authority moderation processes which aim to establish comparability in grades across schools. Students need to recognise that grades allocated by the school after *each* semester unit and at the end of Year 11 may be subject to change as a result of these processes. Such changes are generally very limited. Students will be informed as soon as is practicable if such changes are to be made.

Grades allocated by the College at the end of Year 12 are not subject to further change unless through an appeals process. However, all results issued by the College at the end of Year 12 are **provisional** only, because they are subject to statistical moderation conducted by the School Curriculum and Standards Authority. The statistical moderation process (including those relating to small group moderation) will result in some modification to the school score. This may be an upward or downward movement. It is important that students realise that such adjustments will occur and that these are **beyond the direct control of the school**. These adjustments are made by the School Curriculum and Standards Authority during December and are reflected in their WASSA and WACE results issued to students in late December.

## 3. Changing a course

When changing a course at any time, assessment for alternate courses or school-based subjects chosen, the following protocols will apply:

- Students are required to complete all assessments as required by the teacher in the new course or subject.
- Depending on how many assessments have not been completed, the teacher will negotiate with the student regarding a program to catch up with missing assessments.
- The catch up assessments may be alternative from those used with the rest of the class if the teacher feels the reliability and integrity of the assessments are compromised.

For WACE courses, students must complete a sufficient number of missed assessments to enable a numerical score and grade when final grades are due to the School Curriculum and Standards Authority. The number of missed assessments to be completed will be decided by the appropriate Head of Learning Area in discussion with the Dean of Studies. Any weighting issues will be adjusted

if an assessment is not required due to negotiation between the Head of Learning and the Dean of Studies.

Please note that all Year 11 and 12 courses are either WACE Courses or accredited Training Certificates. Certificates offered at the College are endorsed by Registered Training Providers. All Courses and Certificates offered as part of the Year 11 and Year 12 Curriculum suite contribute towards graduation and the Western Australian Certificate of Education.

#### 4. Absences, missed work and late submission

##### 4.1 Guidelines

The school is bound by the following School Curriculum and Standards Authority assessment protocols:

- Completion of a course or subject requires completion of the assessment program in full. This includes all practical assessments and camps and excursions which are required by the School Curriculum and Standards Authority to complete the assessment program. Practical assessments, camps and/or excursions are required for particular courses such as Outdoor Education, Drama, Materials and Design, Visual Art and Geography.
- Students who do not satisfactorily complete the assessment requirements without an appropriate reason will be awarded an 'E' grade and a mark of zero and the unit will not count towards the achievement of a WACE until the assessment program is complete. If the deadline for submission of grades and marks to the School Curriculum and Standards Authority passes before the student completes an assessment program, the 'E' grade and the zero mark will stand.
- Where students are unable, through satisfactory and fully explained circumstances, to complete the assessment program, they will be provided with opportunities to complete the missed assessment(s). These circumstances must be negotiated with the Dean of Studies and be accepted before a revised assessment completion timetable is negotiated, or a derived result is agreed on by the teacher, the Head of Learning Area and the Dean of Studies. However, if the deadline for submission of grades and marks to the School Curriculum and Standards Authority passes before the student completes the re-negotiated assessment program, the student will be awarded an 'E' grade and a zero mark.

##### 4.2 Absences – in-class assessments

- Where a student **knows in advance** they will be absent for a scheduled assessment task such as a test or examination, they must contact their teacher as well as the Dean of Studies. A letter from the parent or guardian is required to be provided to the teacher or Curriculum Office. Please note that verbal notification is not acceptable when a scheduled assessment task or test is involved. College excursions and camps are considered acceptable and assessments will be completed as per the Catch Up Classes provided within a two week period upon return from the College event.
- Where a student is absent **without prior knowledge**, the school should be telephoned or emailed on the day of absence with a request that the class teacher or Head of Learning Area be informed. On the day of returning to school, **the student must provide a letter from the parent or guardian and if available, a medical certificate from the attending medical practitioner if illness was involved.**
- In both of the above cases, the teacher will attempt to provide an alternate assessment, which will be completed after school during the Catch Up Sessions provide on Tuesday, Wednesday or Thursday under the supervision of Teachers that are in charge of the session of that day. In some circumstances, the alternate assessment will need to be different from that provided to other students. If it is not possible to provide an alternate assessment (e.g. because the absence occurred late in the assessment cycle; the assessment involved a group performance which cannot be repeated etc.), then the teacher will use the following
  - 
  - Provide a Z score result based on the student's rank order in the class and any other evidence (Note: this method is normally only applied to examination or major test situations and only where there is no other means of administering an alternate

assessment. This method is like the method used by the School Curriculum and Standards Authority when a student unavoidably misses a WACE examination).

- If a student is regularly unwell on test days, the Head of Learning Area may ask them to provide a detailed explanation supported by their Parents/Guardians and to produce a medical certificate to substantiate their chronic illness.
- In cases where there is no satisfactory explanation of an absence from a specially scheduled assessment task:
  - For WACE courses, a mark of zero and a grade of 'E' will be awarded.
  - For all subjects, an 'E' grade will be awarded.

#### **4.3 Failure to submit work completed outside school**

- Where the student is unable to provide acceptable supporting evidence for failure to submit work, an 'E' grade and/or a zero mark will be awarded.
- The student should negotiate with the teacher about the circumstances of the failure to submit work to establish whether there is an acceptable reason. Where an alternate assessment can be organised before the end of the course or unit, such arrangements may be made in consultation with the Head of Learning and the teacher.
- If a student has an excursion or known absence on the day an assignment is due, they must plan to submit the assignment prior to the due date. This includes when a student is absent on a required camp or excursion as part of a course, such as Outdoor Education, which are compulsory assessments in the particular course. Normal penalties will apply if students fail to submit an assignment on an excursion day.
- In circumstances where students fail to submit work, parents will be informed within **two school days** of the deadline for the submission of the assessment.

#### **4.4 Late submission of work completed out of school**

- The assessment outline distributed to students at the start of each Academic year or the commencement of the semester unit. Teachers will provide advice if dates are changed.
- Teachers will also scaffold work for students, indicating possible key interim dates when elements of the assessment tasks must be submitted. By keeping students continually informed, students will be better placed to submit all work by the required date.
- It is the responsibility of students to submit assessments on the required date.
- Even if a student is absent on a due date, all assessments should be submitted via email or upload via SEQTA (check with teacher which version to use). This includes any College excursion.
- The late submission of assessed work for WACE courses will result in a deduction of 10% for each day late (20% for weekends). Assessments will be awarded zero if they are **more** than Three days late.
- Students can apply to the class teacher for an extension prior to the due date. These will be given at the sole discretion of the teacher, in consultation with the Head of Learning Area, in advance in **the case of illness, critical events or significant personal issues**.
- If a student fails to submit work by the due date without an extension and with no acceptable excuse, the work will not be accepted for a grade.
- Note: it is expected that a student will submit all assessments even if a mark of 0 has been awarded as students are expected to complete their course. It is also important that a student receives appropriate feedback on the content of the assessment from the course teacher to ensure academic progress.

#### **4.5 Suspension**

Students will have access to online learning platform in each course which can be found on the College Learning Platform. Students will be given all opportunities to complete any outstanding assessments in agreement of time with the appropriate Head of Learning, teacher and Dean of Studies. When an appropriate time cannot be allocated the use of a Z score will be used at the end of the semester for that assessment.

## 5. Holidays during term

It is detrimental to a student's academic progress to miss school for any reason. Parents/guardians are asked to organise holidays during term breaks and holiday periods only.

Senior Secondary students should not take holidays during school term time and in doing so, these are classified as unauthorised leave. Parents/Guardians choosing to take Senior Secondary students on holiday during scheduled school term time should be aware that the student will be disadvantaged and his or her grade may be adversely affected. The consequences vary according to the year level at which the student is studying. Parents/Guardians choosing to arrange holidays in school term time **therefore take full responsibility for the effect** this will have on the student's final semester result.

Parents/guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days.

Parents/Guardians should be aware that students should attend school in regard to Law.

The Law states: Under Western Australian law (School Education Act 1999), parents/guardians must send their children to school unless:

- they are too unwell
- they have an infectious disease
- the College Principal is provided with a genuine and acceptable reason.

Senior Secondary students will not be given alternate assessment or test times and will therefore receive a mark of zero and/or an 'E' grade for any assessment missed whilst on holiday. If a student misses an examination whilst on holiday the student will receive a mark of zero and/or an 'E' grade for that examination. This may impact on the student's ability to receive a Western Australian Certificate of Education and receive an appropriate school score for the purposes of university or TAFE entrance.

## 6. Leave of absence during the school term (leave of absence excludes holidays during the school term)

Parents/Guardians must write to, or email the Head of House, the Dean of Studies or the Secondary Curriculum Manager three weeks in advance to request permission for their child to be absent from school for any reason other than immediate misadventure, injury, illness or a scheduled medical appointment. This includes leave of absence for extenuating family circumstances or if he or she is representing the state or nation at a sporting event.

## 7. Cheating, collusion and plagiarism

- **Cheating** is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations.
- **Collusion** is where a student submits work that is not their own for assessment, and which may be similar or identical to that of others. A student who actively assists another student with an assignment by allowing that student to copy his or her work is also considered to be colluding and therefore in breach of the College Senior Secondary Assessment Policy. The same penalty will be applied to both parties. Students participating in group assignments are required to complete their section of the assessment as per the requirements of the task unless otherwise requested to do so by the class teacher.
- **Plagiarism** is where a student copies large sections or all of another person's work and/or ideas without acknowledgement. In most assessments, teachers will discourage more than a minimum level of other people's work, even if acknowledged.
- **The use of AI-** students are to make themselves aware of the information within the Guidelines for the use of AI within the scope of all assessments.

Students found guilty of **cheating, collusion or plagiarism** in school assessments will either have their entire assessment disqualified or, if the teacher is able to isolate that part which has been advantaged through these acts, only that part (or marks) which can be clearly and solely related to the act will be deducted. Parents will be informed immediately if their child cheats, colludes or plagiarises. Students who receive a 0 grade because of cheating, collusion or plagiarism are still



expected to resubmit an alternative assignment which constitutes their own work to meet the requirements for their particular course of study (Year 11 and Year 12) or their subject (Year 10).

## 8. College examinations

- When attending internal College examinations, students must adhere to the regulations pertaining to the examination. Regulations are issued with the examination timetable.
- Attendance at semester and other major internal examinations is compulsory as these represent part of the assessment program. In exceptional circumstances, special arrangements can be made through the Dean of Studies only. Exceptional circumstances generally relate to health issues, emotional upheaval and temporary disability. Participating in family holidays will not be accepted as an exceptional circumstance.
- Students who are absent for valid reasons during internal examinations must, if possible, sit their missed examination/s at an alternative time or times. These times will be within the examination period, as close as possible to the original time slot (however, this cannot be completed prior to the exam due to the loss of integrity of the exam), and must be determined in conjunction with the Dean of Studies .
- Where missed examinations are not sat, then the examination paper can be completed later in the student's own time as an educational exercise and not for assessment purposes. In this case, a mark or grade will not be entered for the student. Weighting for exams will be adjusted in the final reporting cycle.
- The Dean of Studies should be notified if a student is unable to attend an examination. A verbal notification such as a phone call, or an informal notification such as an email or a text, must be supported, as soon as is practical, by a formal letter addressed to the Dean of Studies, explaining the absence. A medical certificate or detailed information about the illness must be provided to support a claim of illness.

## 9. Breach of examination rules

Similar provisions which apply in the WACE will be used at the school. These include:

- **Collusion between candidates** – this will result in cancellation of the paper of each person involved, together with an inspection of prior papers in any common examination or major test for further evidence of collusion.
- **Possession of unauthorised materials** in the examination room – this will result in cancellation of the candidate's paper where unauthorised materials are relevant to the subject being examined.
- **Markings on authorised materials** – this will result in cancellation of the whole or part of a candidate's paper where markings are relevant to the subject being examined.

## 10. Students with special needs

The key principle underpinning aspects of this assessment policy is that all students with special needs will be able to undertake assessments without disadvantage. The school uses the broad guidelines provided by the School Curriculum and Standards Authority to accommodate these students. It is absolutely essential that the student or parent informs the Dean of Studies of any special needs before the commencement of the year. It is imperative that this notification occurs either on enrolment or as soon as the student or family are aware of the special need.

The broad provisions which apply are typically:

- **Short term needs** – students with short term absences or injury will be provided with alternate opportunities to undertake tasks. In some cases where performances are involved and where an injury prevents the student from undertaking the tasks, alternate arrangements will be made.
- **Longer term needs** – it is important for the parent to contact the school to discuss the particular needs of their child. Case management processes need to be put in place. The School Curriculum and Standards Authority needs to identify and review such processes before allowing any compensatory measures which would apply to the WACE assessment. For example, arrangements such as extra time to complete timed assessments, breaks

during timed assessments, special examination materials (e.g. Braille materials, coloured copies of tests, scribes, use of a computer or recorded responses are recognised arrangements for specified conditions). The school will discuss the processes with the parent and student and advise of appropriate arrangements.

## **11. Reporting and results**

Reports will be issued on at least two occasions during the year.

The first Semester Report will provide details of the grade – 'A, B, C, D or E' – and a numerical score out of 100. For Senior Secondary students, where an examination has been held the report will also show an examination score out of 100.

The second Semester Report for Year 10 will provide details of the grade – 'A, B, C, D or E' - and a numerical score out of 100. For Senior Secondary students, where an examination has been held the report will also show an examination score out of 100. . A full detailed School Report for Year 10 will be released online in December. Hard copies are available on request.

Year 11 Students will receive a Statement of Results at the end of November (Grade and mark).

At the end of Year 12, students will be informed of their final school results (grade and mark) in a Statement of Results for all courses in late October.

## **12. Appeals against assessment procedures**

In accordance with School Curriculum and Standards Authority procedures, students have the right to appeal against the result they have been awarded in all Year 11 and Year 12 courses. Appeals can only be made if the student feels that the stated assessment procedures have not been applied in accordance with School Curriculum and Standards Authority requirements or not in accordance with the stated school assessment policy.

### ***Students have no right of formal appeal against marking standards of teachers***

If students feel they have a case for concern with their result, the following procedures are to be applied:

1. In the first instance, the student should contact their subject or course teacher as soon as possible to address the matter.
2. If there is then no resolution the parents and student should contact the Head of Learning Area to address the matter. Do this immediately after the contact with the teacher has failed to resolve the matter.
3. If the student and parents still feel the matter has not been resolved satisfactorily, then contact needs to be made with the Dean of Studies. The school will attempt to resolve the issue as a matter of urgency.
4. If the matter has not been resolved to the satisfaction of the student and parent after this process, the student has the right of appeal to the School Curriculum and Standards Authority. Year 11 appeals must be lodged with the School Curriculum and Standards Authority by the required date.

Year 10 appeals are internal and will be actioned in accordance with the Grievances Policy.