



Years 11 - 12 Assessment Guidelines and Procedures

Introduction

Assessment is an integral part of the learning process, providing students, parents/guardians and teachers with information on academic progress and feedback to inform future learning. Assessment procedures need to be fair, reliable, valid and transparent.

School-based assessment involves teachers gathering, describing, analysing and quantifying information about student achievement. Assessment tasks include, but are not limited to, tests, examinations, essays, reports, investigations, exhibitions, productions, performances and presentations.

General assessment information to students

As required by the School Curriculum and Standards Authority (SCSA), every student studying a WACE course will be provided with:

- the College's senior secondary assessment policy
- the course syllabus
- the course outline
- the assessment outline
- the grade descriptions for each course.

These documents will be located on SEQTA.

The College is committed to giving students, parents and guardians timely feedback about academic performance in a variety of ways, as indicated below:

- Student achievement is reported formally at the end of Semesters one and two
- Parent/teacher/student interviews take place during the year and as required
- Assessed work will be marked and returned to students, with feedback provided, **within two weeks** of the assessment being submitted
- Marks will be made visible on SEQTA **within two weeks** of the assessment being submitted
- Marking keys will be provided for all assessment tasks.

Student Responsibilities

It is the students' responsibility to:

- familiarise themselves with the College Assessment Policy and the Year 11 and 12 Assessment Guidelines and Procedures. A copy of these documents can be found at: <http://www2.newman.wa.edu.au/about-us/policies.html>
- familiarise themselves with the assessment program for each course
- attempt all assessment tasks to the best of their ability
- submit assessments to their teacher by the advertised due date
- discuss with their teacher any difficulties regarding an assessment, absence from class, missed assessments, extension requests and other issues pertaining to assessment
- where relevant, retain all their marked assessments in Years 11 and 12.

Assessing students who do not complete the assessment program

When a student is absent for an assessment task, the reason for the absence must be determined by the teacher and appropriate action taken.

Unplanned absence (e.g. illness, injury, misadventure)

Assessment Type	Procedure	Action/Consequence
Assignments	<p>Inform teacher of absence via SEQTA Establish new due date on consultation with the teacher Medical certificate required</p>	<p>If the unplanned absence is merely on the due date, the task should be submitted electronically or via Student Reception. A zero will be awarded if no medical certificate is provided. If the unplanned absence is longer term due to illness etc. then parents, teachers and the Leader of Learning may determine a new due date.</p>
In-class Assessment	<p>Inform teacher of absence via SEQTA Establish catch-up of assessment in missed assessments Medical certificate required</p>	<p>With the Leader of Learning's approval, the test (the same one or an alternative) may be completed by the student on their return.</p> <p>A zero will be awarded if no medical certificate is provided.</p> <p>Missed assessments run three times a week and the student needs to complete the assessment at one of the two closest missed assessment sessions upon returning to school. Tuesday @ 7.45am – W21 Wednesday @ 3.20pm – W21 Friday @ 7.45am – W21</p> <p>A score of zero will be given if the student fails to attend a missed assessment session.</p>
Examinations	<p>Parents are requested to contact the College as soon as possible to inform of their child's absence AND a Medical Certificate must be presented to the Leader of Wellbeing on the day of the student's return.</p>	<p>The student may be permitted to sit the exam for practice. At the Leader of Learning's discretion, a standardised exam score may be calculated. A score of zero will be given if there is no medical certificate provided.</p>

Planned absence**- College endorsed event**

(e.g. College excursion, College sports team)

- State or National representative sports team or equivalent

- if selected in a State or National representative team, parents must inform the LOWB in writing at least two weeks in advance of the planned absence and include a letter from the appropriate association. In such cases, students will not be penalised for their absence.
- students participating in a College endorsed event or a state or national representative sports team (where a supporting letter has been received) will not be penalised for their absence e.g. if they miss an assessment.

Assessment Type	Procedure	Action/Consequence
Assignments	Work is to be submitted prior to departure (or by negotiation with the Leader of Learning)	If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day. After 7 days, a mark of zero will be given and an Academic Detention may be issued.
In-class Assessment	Any planned absence must be discussed by the parent/student with the Leader of Learning / Wellbeing in advance of the absence.	In consultation with the Leader of Learning and class teacher, a student may be will be required to complete the same or alternative test during a missed assessment session.
Examinations	The parent must discuss them with the Leader of Wellbeing / Learning in advance of the absence.	The student will not be penalised if the absence is approved. An opportunity may be provided for the student to sit the exam for practice. At the Leader of Learning's discretion, a standardised exam score may be calculated.

Unapproved absence (e.g. family holiday)

- for planned family absences, unless otherwise stated by the Deputy Principal, Learning and Staff Development, teachers are not required to provide work for the student.

Assessment Type	Procedure	Action/Consequence
Assignments	Work is to be submitted prior to departure.	If not submitted by the agreed date, 10% of the student's assessed mark will be deducted for each day. After 7 days, a mark of zero will be given and an Academic Detention may be issued.
In-class Assessments	Any unapproved absence needs to be avoided as a score of zero will be awarded.	Missing an assessment due to an unapproved absence, such as being on holidays, will result in a score of zero for that assessment. Parents and students are requested to make every effort to avoid such a situation.
Examinations	Any unapproved absence needs to be avoided as a score of zero will be awarded.	Missing an examination due to an unapproved absence, such as being on holidays, will result in a score of zero for that assessment. Parents and students are requested to make every effort to avoid such a situation.

Missed Assessments

The priority is for students to be in the classroom with their teacher when returning from absence. To maximise time within the classroom and to ensure assessment conditions are monitored, the College provides three times per week for missed assessments to be completed:

- Tuesday morning 7.45am
- Wednesday afterschool 3.20pm
- Friday morning 7.45am.

When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest missed assessment sessions. E.g. sick for an assessment on Tuesday, assessment needs to be completed on Wednesday or Friday. If students do not complete the task during the allocated missed assessments session then a zero score will be recorded and an academic detention may be issued by the Leader of Learning.

Medical certificates can be obtained through certain pharmacies, such as Chemmart in Greenwood (9447 7653) and all Pharmacy 777 e.g. Wembley (9387 3984). After hours GP services, such as Doctor Doctor (132660), National Home Doctor Service (137425) and Perth After Hours Medical Service (1300 000 362) offer bulk billing facilities.

Non-submission of assessment tasks

It is the student's responsibility to submit assessed work on time. Students must apply for an extension in advance if there are special circumstances which mean that an assessment deadline will not be met.

To qualify for an extension, the student or his/her parent/guardian must request an extension in writing, from the teacher. If an acceptable reason is provided to the teacher, an extension may be granted by the Leader of Learning. If a student is absent on the due date, work can be submitted on time by electronic means, such as e-mail.

If no extension is approved and the assessment item is not submitted by the set deadline, the parent/guardian will be informed, and the following penalties will be applied:

- 10% reduction in the student's mark per day that the work is late up to a total of 7 days, after which a mark of zero will be recorded
- an academic detention may be issued by the Leader of Learning.

Prolonged/frequent absences

Where a student is unable to attend classes for a lengthy period of time due to injury or illness, the College will endeavour to provide support regarding their learning and assessment program. In such circumstances, each case will be treated on an individual basis by the Deputy Principal, Learning and Staff Development, in consultation with the Leader of Learning and Leader of Wellbeing. However, such absences may have a significant impact on the student's academic achievement.

Students who do not have the opportunity to complete the assessment program

Some students may not be able to complete the assessment program for a pair of units, or unit, because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability.

If the reason for non-completion or non-submission of an assessment is acceptable to the Deputy Principal, and sufficient evidence **is** available, then the teacher, in consultation with the Leader of Learning can make a professional judgement of the grade for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If the reason for non-completion or non-submission is acceptable to the Deputy Principal, but sufficient evidence **is not** available, then the teacher (in consultation with the Leader of Learning) may:

- modify the task so that it can be completed by the student, **or**
- provide an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards), **or**
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, **or**
- Record as a 'U' (Unfinished) in SEQTA if providing more time to complete further assessment tasks.

Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parent/guardian and possibly, appropriate school support services. Through this process it may be agreed that the student:

- attempts fewer courses in a year, allowing the WACE to be achieved over a longer period, **or**
- completes some or all of the courses through the School of Special Educational Needs: Medical and Mental Health (formerly Hospital School Services), with the support of the school's teachers, **or**
- transfers to the Schools of Isolated and Distance Education (if the student meets the enrolment requirements).

Assessing students with special education needs Education Support Students

Students with Education Support needs are primarily taught by specialist teachers, in the Education Support Centre and receive an individualised learning program. When these students participate in mainstream classes, the curriculum, including all assessments, is modified to cater for their learning needs. The students follow a modified Teaching and Learning program and have a modified assessment outline.

Learning Support Students

The Learning Support Coordinator, under the Guidance of the Leader of Diversity Education, identifies students who may be eligible for special consideration, such as extra time in assessments and exams. When assessing students with learning support needs, the Learning Support Coordinator will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Learning Support Coordinator oversees the distribution of relevant information to teachers, relating to the support individual students need.

Teachers may appropriately vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks. The teacher will ensure that students with learning support needs studying ATAR, General or Foundation units complete assessment tasks under appropriate conditions. Conditions approved by SCSA for the ATAR course examinations will be used as a guideline. The type of support will vary according to the particular needs of the student and the nature of the task. In all cases, course requirements must be met.

The Learning Support Coordinator and College Psychologists are responsible for completing applications to SCSA for Special Examination Arrangements for the WACE Examinations. Where possible, it is important that parents inform the Learning Support Coordinator of any specific learning requirements their son/daughter has before they enter Year 12. The College cannot be held responsible for assisting students with Learning Support requirements for the SCSA examinations, if advice of these requirements has not been received before the commencement of Year 12.

Retention and disposal of student work

Students' work must be marked and returned within 2 weeks of the submission date. Once marked, assessed work will either be:

- retained by the student on the understanding that they need to make this work available to the College if requested **or**
- retained by the class teacher in an individual assessment file for each student, which can be accessed by the student as appropriate and particularly for revision purposes

The College may use examples of student work to develop portfolios to exemplify standards, for moderation and standardisation purposes. For Year 12 students, any work retained by the College will be kept until the results are accepted by SCSA after which time it will be securely disposed of. For Year 11 students, any work retained by the College will be retained until at least February of the following year.

Managing assessment information

Access to assessment documentation and marked assessment tasks

SCSA will have access to the teachers' assessment documents and students' marked assessment tasks until the school grades are approved by SCSA at the conclusion of student appeals in Year 12 and in March of the following year for all other students.

The College will provide to SCSA access to teachers' assessment documents and students' marked assessment tasks for:

- use in the consensus moderation process as required
- use in the school moderation program, should the school be selected for a documentation review or a grading review
- evidence, in the event of a student appeal against their school assessment.

These requirements also apply to courses with a practical component and refers to assessment material in a variety of formats e.g. recordings of oral presentations, videos of performances, portfolios for Design and Materials Design and Technology etc.

Teachers require access to students' marked assessment tasks at the completion of a pair of units, or unit, for comparison with the grade descriptions and annotated student work samples when assigning grades.

For Year 12 courses with an external examination portfolio, students may include assessment tasks in the portfolio. This work must not have any school or identifying marks on it, nor include teacher comments. For Visual Arts, records of the thinking and working processes that led to the development of the artwork must be retained by the school to enable substantiation of the authenticity of the work. These records must be made available to SCSA if required.

While it is the responsibility of individual students to retain their own marked assessment tasks, teachers may choose to establish student assessment files. Students must have access to their assessment files as required.

Authentication of Student Work Cheating, Collusion and Plagiarism

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not restricted to:

- gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage
- gaining a copy of an assessment prior to its release
- presenting a response to an assessment which is not one's own work
- talking during a silent assessment task
- using a mobile electronic device during an assessment.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the HOD investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student is provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the HOD will inform the HOY, the student and their parent/guardian of the result of the investigation and the penalty. The penalty imposed will be a mark of zero for the task, or for the part/s of the task in which the cheating, collusion or plagiarism has occurred.

Authentication of out-of-class assessment tasks

Student achievement in out-of-class assessment tasks is authenticated by the teacher by using a range of strategies including, but not restricted to:

- monitoring of student progress
- use of a teacher-monitored log book to document stages in the development of the task
- administration of the task in class with open access to reference notes
- validation of achievement by an in-class assessment task under test conditions
- completion of the task partially at home and partially at school
- requirement of a signed student declaration stating that all unacknowledged work is the student's own.

Assessing individual performance on group tasks

The assessment of individual performance on a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while in the group situation. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including:

- monitoring of group and individual progress
- use of a teacher-monitored log book to document the stages in the development of the task
- peer evaluation.

Plagiarism, appropriation and attribution

In this context, **plagiarism** means:

- submitting, as one's own work, work that another person has completed.
- downloading artwork, graphics or other material from the internet and presenting it as one's own without acknowledgement
- submitting work to which another person such as a parent, teacher or expert has contributed substantially. The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism but it is also a form of fraud if it involves significant and/or improper third-party assistance.

Students must attribute all appropriated, re-worked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the work, text and artist/creator/author must be included in the appropriate acknowledgement form and in the candidate's statement.

In this context, **Appropriation** means to take possession of something. Appropriation artists deliberately copy images to take possession of them in their art. They are not stealing or plagiarising. They are not passing off these images as their very own. Appropriation artists want the viewer to recognise the images they copy, and they hope that the viewer will bring all of their associations with the original image to the artist's new context. The deliberate 'borrowing' of an image for this new context is called 'recontextualisation'.

In this context, **Attribution** means something, such as a quality or characteristic, that is related to a particular possessor; an attribute; the act of attributing, especially the act of establishing a particular person as the creator of a work of art.

Procedures to be implemented if assessment is affected by a catastrophic event

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the Leader of Learning, in conjunction with the Deputy of Learning and Staff Development, will decide on the appropriate action which may include:

- a professional judgement of the performance of the students affected by the event will be made based on already completed assessment tasks
- the assessment outline is modified for the students affected by the event
- the teacher/Leader of Learning informs the students affected by the event (and their parent/guardian) of how their achievement will now be determined, including any additional assessment tasks that may be required.

Security of assessment tasks

The College will ensure that the re-use of an assessment task does not disadvantage/advantage a particular group of students. Departments must refresh assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class teachers/Leaders of Learning may:

- develop parallel assessment tasks for use by different classes
- use common timing of the assessment task for different classes
- collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task
- modify assessment tasks before re-using them in the future.

Assessment of students transferring between courses and/or course units

Students will be permitted to change courses where the College is able to accommodate the request and a legitimate reason for this request can be provided by the student. The College must be able to justify the grade assigned to the transferring student. The change will not be permitted if the College believes it will cause disadvantage to the student regarding the satisfactory completion of his/her course of study. Decision regarding changes will be made by the Deputy of Learning and Staff Development, who will discuss them with the student's parents.

Students considered to be at risk of not achieving a WACE, or not meeting training provider selection criteria or university entrance requirements (as appropriate), will be identified by the Deputy of Learning and Staff Development and counselled to consider changing courses.

Changes should be made as early as possible in the school year and by the final recommended dates as indicated in the *WACE Activities Schedule* each year. The *WACE Activities Schedule* includes dates after which a transfer between courses and/or units makes completion of the education program

and assessment program unlikely in Year 11. Transfer between courses is not possible in Year 12, once the first assessment has been completed and is not recommended by the College after Week 2 of Term 1.

If students transfer between courses after the assessment program has commenced, reasonable opportunities will be provided for them to complete assessments and gain credit for them. Where this is not possible, a revised assessment outline must be provided by the teacher to the students.

Students transferring to a different unit in the same course or to a unit in a similar course, will be able to receive credit for the marks from any previously completed assessment tasks that assess the syllabus. These marks may need to be statistically adjusted to reflect the level of the new unit. Decisions regarding such credit will be made by the Leader of Learning.

The Leader of Learning will inform the student and the parent/guardian of any additional assessment tasks that must be completed as a result of transferring courses and the risks involved.

Procedures for assessing students transferring between courses and/or units

Students transferring early in the program

Where a student transfers early in the program, they are withdrawn from the original pair of units, or unit, and no grade is assigned. The student is then enrolled in the pair of units, or unit, into which they are transferring. When this occurs, the teacher/ Leader of Learning may:

- provide the student with extra work to cover the content of the education program that they have missed, **and**
- require the student to complete any missed assessment tasks, **or** similar assessment tasks (where marked tasks have been returned to other students), **or**
- remove the missed task/s from the assessment outline for the student and adjust the weightings of other tasks of the same assessment type accordingly, to ensure that the assessment requirements of the syllabus are met.

In some situations, marks for an assessment task completed in the original pair of units, or unit, may be included in the student's assessment program for the pair of units, or unit, into which they are transferring. However, the student's marks will typically need to be adjusted to be on the same scale as the marks of the other students in the pair of units, or unit.

The assessment program developed for a transferring student must meet the syllabus requirements for the course. Where the transferring student has an assessment program that differs from other students, the teacher/ Leader of Learning is required to provide the student with an individual assessment outline which shows how a school mark for the pair of units, or unit, will be determined.

Year 11 students transferring late in the program

The later a student transfers from one pair of units, or unit, to another, the less likely it is that the student will be able to complete the education and assessment programs without completing significant extra work outside class and the completion of additional assessment tasks. When making the decision about whether to allow a student to transfer, the Deputy of Learning and Staff Development will consider the dates recommended by SCSA in the *WACE Activities Schedule*.

After the dates recommended by SCSA in the *WACE Activities Schedule* have passed, the Deputy of Learning and Staff Development will not permit students to transfer unless:

- there are exceptional circumstances, **and**
- the proposed transfer will support the educational needs of the student.

When processing requests from students for late transfer the Deputy of Learning and Staff Development, in consultation with the Leader of Learning, will determine:

- how the student will complete the education program (e.g. during private study periods, during school holidays)
- how the student will complete the assessment program (or how the assessment program will be modified for this student but still meet the syllabus requirements and allow the student to be ranked with the other students enrolled in the unit)
- the demands that the transfer will place on the teacher of the class into which the student is transferring.

The teacher/Leader of Learning is required to provide the transferring student with a modified assessment outline which shows how the student's school mark for the pair of units, or unit, will be determined.

If a modified assessment program is developed, it must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are on the same scale with the marks of all other students in the pair of units, or unit, at the school and enable a grade to be assigned.

Students transferring after the completion of one Year 11 unit

- Students typically enrol in a pair of units in Year 11 courses but may transfer to another course after the completion of one unit. The College must report on all completed Year 11 units.

Assessing students transferring between schools

When a student transfers, during a semester, from a course or unit at another school into the same course or unit at the College, the Leader of Learning must establish what course content has been completed and the assessment tasks that have been marked (and marks awarded) at the previous school. This information is used to determine what additional content and assessment tasks the student needs to complete. Sufficient assessment information needs to be collected from both schools to enable the Leader of Learning to determine the transferring student's achievement in the unit and assign a grade. The Deputy of Learning and Staff Development will provide guidance where necessary.

When a student has not completed one or more assessment tasks in a pair of units, or unit, due to transferring from another school, the Leader of Learning must determine whether:

- the student completes the full assessment program (including missed assessment tasks), **or**
- a modified assessment program is developed for the student (which may not require the student to complete all the assessment tasks that have been missed, but may include alternative tasks).

Where the student is transferring to a pair of units a modified assessment program may need to be developed, which must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the unit at the school and will enable a grade to be assigned.

Where the transferring student has an assessment program that differs from other students, the Leader of Learning is required to provide that student with an individual assessment outline which shows how a school mark for the pair of units, or unit, will be determined.

Process for determining a grade in the absence of sufficient information

When students transfer to the College during the year and the previous school is unable to assign a grade for units they have been studying, as there is insufficient information at that point in time for a judgement to be made.

- the teacher/Leader of Learning determines the use of marks from assessment tasks completed at the previous school and the additional assessment tasks, if any, to be administered. The assessment outline is then modified for the student.
- the teacher/Leader of Learning provides the modified assessment outline to the student and informs the student and the parents of any additional assessment tasks that must be completed as a result of transferring between schools.

When a student transfers, during a semester, from one pair of units, or unit, if studying a single unit in Year 11, at one school into the same pair of units, or a unit, at the College, the Leader of Learning must establish what course content has been completed and the assessment tasks that have been marked at the previous school. This information is used to determine what additional content and assessment tasks the student needs to complete. Sufficient assessment information needs to be collected from both schools to enable the teacher to determine the transferring student's achievement in the pair of units, or unit, and assign a grade.

When a student has not completed one or more assessment tasks in a pair of units (or unit if studying a single unit in Year 11) due to transferring from another school, the Leader of Learning must determine whether the student completes:

- the full assessment program (including missed assessment tasks), **or**
- a modified assessment program (which may not require the student to complete all the assessment tasks that have been missed, but may include alternative tasks).

Modified assessment program

If a modified assessment program is developed, it must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the pair of units, or unit, at the school and will enable a grade to be assigned.

Where the transferring student has an assessment program that differs from other students, the teacher/Leader of Learning is required to provide that student with an individual assessment outline which shows how a school mark for the pair of units, or unit, will be determined.

Note: Where the student transferring schools is studying Preliminary units, a professional judgement is made by the teacher/Leader of Learning to determine whether the student should be assigned 'completed' for the unit.

Rules for the conduct of school examinations (see addendum)

Rules for the conduct of externally set tasks (ESTs)

An EST is conducted for each General and Foundation course in Year 12.

The EST is:

- compulsory for all students enrolled in Units 3 and 4
- set by SCSA **and**
- administered by the College under invigilated conditions and following the protocols provided by SCSA.

The EST is part of the College's assessment program and the same rules, procedures and penalties used for other assessment tasks will be applied.

Reporting of student achievement (General and ATAR courses)

Student achievement is reported at the end of Semesters 1 and 2. The reports include a teacher comment (with the exception of the Statement of Results in Semester 2, Year 12), the student's unit %, the cohort average % and an end of unit grade. For ATAR courses, the student's semester exam % and the cohort average exam % are also included. All courses are concurrent and therefore, Semester one grades are indicative.

Year 12 results are not finalised until approved by SCSA. For ATAR courses the College marks are statistically moderated by SCSA. These adjustments reflect the standardised WACE examination marks of students at the school, and there may be a significant difference between these two marks.

VET Qualifications

Student achievement in VET qualifications will be reported in the following ways:

- in Semester 1 and 2 of Year 11 and Semester 1 of Year 12, each unit of competency will be shown and the level of achievement will be indicated for each unit
- in Semester 2 of Year 12, the Statement of Results will indicate the qualification students have been working towards and the RTO will assess and confirm the final achievement of the qualification at a later date and inform students.

Assessment review and appeal processes

The College publishes its assessment review procedures in the Student Diary. Students are informed in writing of the criteria and closing date for appeals through the *Year 12 Information Handbook* published by SCSA and distributed to students in Term 2.

SCSA informs students of their grades in their WASSA generally at the completion of Year 12. Year 11 students who are exiting a course and sitting the ATAR examination do not receive a statement of achievement until the end of Year 12.

The College will provide students and their parents/guardian with the marks and grades to be submitted to SCSA, by means of a Statement of Results, in a sufficient timeframe to provide an opportunity for the school assessment marks or grades to be queried and for any issues to be resolved. Assessment reviews and appeals are used to determine whether:

- the College's assessment outline conforms with syllabus requirements
- the College's assessment policy conforms with SCSA guidelines
- the College's assessment procedures conform with its own assessment policy

- there are any procedural or computational errors in the determination of the school mark and/or grade.

If a student wishes to appeal an internal assessment decision, they (or their parent/guardian acting on their) must make a request in writing to the Deputy of Learning and Staff Development that the assessment decision be reviewed, within the timeframe published in the *WACE Activities Schedule*. The following process must then be followed:

- the Deputy of Learning and Staff Development will consult with the relevant Leader of Learning before making a decision
- the student will be informed by the Deputy of Learning and Staff Development in writing of the final decision
- if the assessment review determines that inaccurate, unfair or inappropriate assessment is evident, the Leader of Learning will make the necessary adjustments to the student's results and, where appropriate, to the results of other students
- if the assessment review does not uphold the appeal, the decision will be justified to the student, and the procedure for appealing to SCSA will be outlined

Student appeals to SCSA

Where the College's assessment review does not resolve the student's concerns, the student may appeal to SCSA against the school's assessment. Student appeals are not considered by SCSA until an assessment review has been completed by the school. An appeal against a student's school assessment must be lodged at SCSA by the student or parent/guardian with the required fee and the College's written assessment review by the closing date specified in the *WACE Activities Schedule*. Students are informed in writing of the criteria for appeals and the closing date through the *Year 12 Information Handbook*, which is available for download from the SCSA website.

When a student appeals to SCSA against their school assessment for one or more courses, the College is required to provide the School Assessment Appeals Committee with:

- the senior secondary assessment policy
- the assessment outline
- the assessment records for all students in the College who are enrolled in the pair of units concerned, with the appellant's results indicated
- any other relevant information required by the appeals committee.