



## Years 10-12 Assessment Guidelines and Procedures

### 1. 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. Newman College is committed to an assessment process that reflects our *Vision for Learning* and *Learning Cycle*. Students are challenged to engage with a range of relevant assessments that are mapped to the curriculum and provide valuable opportunities for feedback and feedforward.

### 2. General assessment information to be received by students

In accordance with the *WACE Manual* as distributed by the School Curriculum and Standards Authority (SCSA), every student studying a senior secondary course in Years 10 – 12 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 (WACE courses only).

These documents will be provided online for the convenience of teachers, parents and students.

#### 2.1 Responsibilities of students, parents, and teachers

Students, parents, and teachers have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These responsibilities include:

Students	Parents	Teachers
<ul style="list-style-type: none"> <li>• Familiarising themselves with the Newman College Assessment Guidelines and Procedures.</li> <li>• Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the assessment outline.</li> <li>• Recognising the important dates relating to assessments and to submit all work by the advertised dates.</li> <li>• Taking constructive ownership of their learning and completing all tasks to the best of their ability.</li> <li>• Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher.</li> <li>• Retaining all marked assessments in Years 11 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarising themselves with the Newman College Assessment Guidelines and Procedures.</li> <li>• Familiarising themselves with the learning and teaching documents relating to their child’s studies, including—but not limited to—the assessment outline.</li> <li>• Supporting their children in managing the important dates relating to assessments.</li> <li>• Highlighting the importance of submitting all work by the advertised dates.</li> <li>• Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers.</li> <li>• Following appropriate and due process when</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently following the policies and procedures herewith.</li> <li>• Ensuring the necessary learning and teaching documents are accurate and made available to students and parents.</li> <li>• Referring closely to the assessment outline and providing fair and reasonable notice and support in the lead up to an assessment.</li> <li>• Designing assessment tasks which are purposeful, valid and reflective of the syllabus.</li> <li>• Engaging in learning and teaching activities which provide students with opportunities for goal setting, growth and reflection.</li> <li>• Providing timely feedback on assessments, ensuring work is returned to students within a <b>two-week</b> timeframe.</li> </ul>

	<p>notifying the College of their child's absence and adhering to the policies contained herewith.</p>	<ul style="list-style-type: none"> <li>• Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents.</li> <li>• Routinely corresponding with students and parents regarding academic performance and progress.</li> <li>• Engaging in fulsome moderation processes, including external moderation where required.</li> </ul>
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## 2.2 Procedures for assessment in the event of absence

When a student is absent for an assessment task, the reason for the absence must be determined by the Vice Principal, Deputy Principal, Leader of Learning, Leader of Wellbeing or relevant classroom teacher as per the nature of the absence.

## 2.3 Terms of reference relating to student absence

There are three terms associated with student absence:

**2.3a Approved Absence:** This occurs when students are absent due to illness, bereavement or to attend a College-endorsed event, such as a calendared excursion, involvement in a College sports team or as a representative in a state sports team. Approval is granted for absences through the provision of a medical certificate (in the event of illness) or receipt of an email of approval from the Vice Principal. Please note that requesting an approved absence does not guarantee its approval and is only acknowledged following confirmation from the Vice Principal.

**2.3b Unapproved Absence:** This occurs when students are absent from the College but have received emailed confirmation that the absence is being recorded as unapproved (e.g. to attend a family holiday). This also extends to absences where the College has not received a medical certificate, or the necessary steps have not been taken to seek approval for the absence.

**2.3c Standardised Score:** A standardised score will be calculated in the event of an approved absence from an in-class assessment or exam. A standardised score uses the cohort mean and standard deviation of the assessment task that has been missed and predicts the student's mark based on their mean and standard deviation from all other assessments.

## 2.4 Individual steps to be taken in the event of unplanned, approved, and unapproved absences per assessment type:

<p><b>In-class assessments</b> (including tests and unseen essays)</p>	<p><b>Approved absences:</b></p> <ul style="list-style-type: none"> <li>• In the event of illness, parents are required to submit a medical certificate to the College absentee email address. All other absences (as described in 2.2a) require written approval from the Vice Principal.</li> <li>• Classroom teachers will receive notification via SEQTA of any approved absences and/or the College's receipt of a medical certificate.</li> <li>• Teacher will record details of the missed assessment, notify parents via SEQTA and arrange for the student to complete the task for formative purposes in the next available missed assessment session. The student is required to genuinely attempt the task as their performance may be used to validate a standardised score.</li> <li>• In circumstances where the validity of an assessment task can be maintained, the student will complete the task and a mark will be awarded accordingly.</li> <li>• In circumstances where the validity of the task cannot be maintained (most cases), a standardised score (as described in 2.2 c) will be generated at reporting points in Semester 1 and 2.</li> <li>• If the student refuses to sit the assessment formatively a zero will be recorded and they will not receive a standardised score.</li> <li>• In all instances detailed notes are to be recorded in SEQTA to acknowledge the process followed.</li> </ul>
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	<p><b>Unapproved absences:</b></p> <ul style="list-style-type: none"> <li>• A mark of '0' will be entered for the task with parents, Leader of Learning and Leader of Wellbeing notified.</li> <li>• Teacher to arrange a time for the student to complete the task in a missed assessment session for formative purposes.</li> <li>• Given the unapproved nature of the absence (as defined in 2.2 b), the student is not entitled to a standardised score in this instance.</li> </ul>
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<p><b>Assignments (Including VET certifications)</b></p>	<p><b>Approved absences:</b></p> <ul style="list-style-type: none"> <li>• In the event of illness, parents are required to submit a medical certificate to the College absentee email address. All other absences (as described in 2.2a) require written approval from the Vice Principal.</li> <li>• Student to correspond with classroom teacher to confirm an appropriate due date. Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the originally set date.</li> <li>• If the assignment is not submitted by the agreed upon date, the teacher will deduct a penalty of 10% of the student's eventual result multiplied by the number of days late (e.g. if a student receives a mark of 65% for their assignment, this would be deducted to a mark of 19.5% if handed in 7 days late: <math>65 - (6.5 \times 7) = 19.5</math>. Teachers are to correspond with parents at this stage.</li> <li>• If the work is not submitted within 7 days of the agreed upon date, the teacher will record a mark of zero and the student will be issued a Friday detention where they will be required to complete (and submit) the required work for formative purposes. Parents, Leader of Learning and Leader of Wellbeing will be notified via SEQTA to inform them of this outcome.</li> </ul>
	<p><b>Unapproved absences:</b></p> <ul style="list-style-type: none"> <li>• If students do not submit an assignment on the agreed upon date for unapproved reasons, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the student's eventual result. Teachers will communicate with parents on the day an assessment is due to inform them this process will be followed.</li> <li>• If after 7 days the work remains unsubmitted, a result of zero will be entered and a Friday detention will be required so the work can be completed (and submitted) for formative purposes.</li> <li>• Detailed notes of the steps followed will be recorded by teachers in SEQTA and parents will be notified of the process followed.</li> </ul>

<p><b>Examinations</b></p>	<p><b>Approved absences:</b></p> <ul style="list-style-type: none"> <li>• In the event of illness, parents are required to notify the College before the commencement of the exam and promptly provide a medical certificate. All other absences (as described in 2.2a) require written approval from the Vice Principal.</li> <li>• A time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.</li> <li>• At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student as defined in 2.2c.</li> </ul>
	<p><b>Unapproved absences:</b></p> <ul style="list-style-type: none"> <li>• Missing an examination due to an unapproved absence, such as being on holidays, will result in a score of zero being recorded for that examination. Parents and students are therefore encouraged to make every effort to avoid such a situation.</li> </ul>

### 3. Process for completing 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 (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday or Friday). If students do not complete the task during the allocated missed assessments sessions, then a zero score will be recorded, and an academic detention may be issued by the Leader of Learning. If students miss multiple assessments, they are required to complete the tasks in order of due date in consultation with the relevant Leaders of Learning and classroom teachers.

After a time of three missed assessment sessions (i.e., a week of missed assessment sessions being made available), a mark of zero will be recorded and a Friday detention may be issued. In all instances a detailed note will be kept on SEQTA to keep an accurate timeline of events.

### 4. Requesting an extension

To qualify for an extension, the student must submit an online application within three days of the planned due date. This application requires a justification for the requested extension, as well as parental acknowledgement. If the request is deemed reasonable, an extension may be granted by the Leader of Learning.

### 5. Provisions for 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 unit (or course) due to injury, 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.

#### 5.1 Prolonged or frequent absence:

In instances where a student is unable to attend classes for a lengthy period 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, in consultation with the Vice Principal, Leader of Wellbeing and Leader of Learning. However, such absences may have a significant impact on the student's academic achievement.

Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parents and appropriate school support services to develop a commensurate support plan.

#### 5.2 Absence as a result of isolation requirements due to the COVID-19 pandemic:

Reasonable efforts will be made to support students who are required to isolate for a set period of time due to testing positive for COVID-19 or being deemed a close contact of a confirmed case. Proof of mandated isolation is required by way of medical certificate or Department of Health notification for this to be considered an *approved absence* as described in Section 2.2 a of this policy. Efforts to support students could include:

- Ensuring they are able to access learning resources and materials remotely (via Teams, OneNote and SEQTA)
- The monitoring of work completed at home, including the provision of feedback via OneNote
- Modifications to assessment tasks to ensure they can be completed validly upon returning to school, or as a formative task when completed from home
- Provision of alternate assessment tasks which ensure the content of the course is assessed in accordance with SCSA directives.

- The calculation of standardised scores for assessments missed during approved periods of illness or isolation relating to COVID19.

Students who are working from home due to classification as a close household contact will be given the opportunity to complete work and assessments for formative feedback. Provisions will be made by classroom teachers to ensure resources are accessible via OneNote. Students who isolate for personal precautionary measures will be deemed as an unapproved absence and continuation of learning cannot be guaranteed in these instances.

Given the evolving nature of governmental policies and regulations, the College reserves the right to revise and amend this policy should processes for contact tracing or isolation change.

## **6. Assessing students with special education needs**

### **6.1 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.

### **6.2 Learning Support Students**

The Leader of Learning Support 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 Leader of Learning Support will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Leader of Learning Support oversees the distribution of relevant information to teachers, relating to the support individual students need.

Given their specialist knowledge curriculum, 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 Leader of Learning Support 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 Leader of Learning Support of any specific learning requirements their child 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 prior to the commencement of Year 12.

## **7. Authentication of student work, including 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 limited to:

- gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage (including sharing information between classes)
- gaining a copy of an assessment or marking key 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 device during an assessment
- accessing prohibited materials during an assessment or exam (such as pre-prepared and concealed notes).

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the Leader of Learning will investigate whether the evidenced behaviour constitutes cheating, collusion or plagiarism. The student will be 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 Leader of Learning will inform the Leader of Wellbeing, the student and their parent 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.

### **7.1 Appropriation and attribution as forms of plagiarism**

The terms appropriation and attribution are forms of plagiarism and extend to:

- submitting the work of another as one's own work
- downloading artwork, graphics or other material from the internet and presenting it as one's own, without appropriate 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 are required to 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.

### **7.2 Authentication of out-of-class assessment tasks**

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

- monitoring of student progress during regular observations, reflections, and feedforward opportunities
- use of plagiarism monitoring software, where practicable
- 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

### **7.3 Assessing individual performance on group tasks**

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. 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, but not limited to:

- monitoring of group and individual progress
- use of a teacher-monitored logbook to document the stages in the development of the task
- peer evaluation and self-reflection exercises

## **8. Managing assessment materials and security**

### **8.1 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 (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 kept by the College will be retained until at least February of the following year.

### **8.2 Security of assessment tasks and validity measures**

As best practice, Newman College will ensure that the re-use of an assessment task does not pose an undue advantage or disadvantage to a particular group of students. Learning areas 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, under the direction of Leaders of Learning, may:

- develop parallel and comparable assessment tasks for use by different classes
- use common timing of the assessment task for different classes where practicable
- 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 reusing them in the future
- develop alternate versions of the assessment for instances of missed assessments and validation purposes as outlined in Section Two of this policy

## 9. Procedures for assessing students transferring between courses, units or schools

Nature of Transfer	Procedure Followed
Students transferring early in a course (Years 10 to 12)	<ul style="list-style-type: none"> <li>• Student is withdrawn from their initially enrolled units and no grade is assigned.</li> <li>• The teacher of the course the student has transferred to may provide them with learning materials to cover the content of the program thus far.</li> <li>• The student may be required to complete outstanding assessment tasks (or alternate assessment tasks if the work has already been marked and returned to the class).</li> <li>• Alternatively, the teacher of the course may remove the assessments from the student's individual assessment outline and adjust the weightings of any forthcoming assessments, ensuring that all assessment types and weightings are correct.</li> </ul>
Year 10 student transferring late in a course	<ul style="list-style-type: none"> <li>• The student's results in their initial course will be maintained and learning and assessment will continue in their new course.</li> <li>• Student will complete the next assessment as practicable in their new course.</li> <li>• The Leader of Learning and Director of Academic Administration will review results at the next reporting point to ensure accuracy of reporting.</li> </ul>
Year 11 student transferring late in a course	<ul style="list-style-type: none"> <li>• Requests to transfer at a late stage in a Year 11 course must be formally made to the Vice Principal. The Vice Principal will then consider the dates set by SCSA in the <i>WACE Activities Schedule</i>.</li> <li>• If the dates set by SCSA have passed, careful consideration will be given to the circumstances of the request and the benefit to the student's educational outcomes. The Vice Principal will consider the learning demands joining a course at a late stage will place on the student, the expectations for assessment and the demands the transfer will place on classroom teachers.</li> </ul>
The transfer of a student following the completion of one Year 11 unit	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
The transfer of a student from another school	<ul style="list-style-type: none"> <li>• In instances where a student transfers from another school into the same course at Newman College, the relevant Leader of Learning must establish what course content has been covered by the student and the assessment tasks they have completed. This information will be used to determine the content and assessment tasks the student needs to complete (as relevant at the date of transfer).</li> <li>• In instances where the transferring student has not completed one or more assessments the Leader of Learning must determine whether the student completes the full assessment program or a tailored version which includes alternative tasks.</li> <li>• Where the student is transferred to a course not previously commenced a tailored assessment program may need to be development which meets the assessment requirements of the syllabus and provides the student with the opportunity to demonstrate achievement in the course. This process will allow teachers the opportunity to collect sufficient information to ensure the student's marks are comparable with the marks of the cohort and will enable a grade to be assigned. In these instances, the student will be provided with an individualised assessment outline which shows how their school mark for the pair of units (or unit) will be determined.</li> </ul>

## 10. Rules for the conduct of examinations and externally set tasks (ESTs)

As per the *WACE Manual*, breaches of examination rules and maximum penalties that might apply include but are not limited to:

- impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks and exclusion from remaining examinations in that year. The matter will be reported to the police.
- collusion between candidates: cancellation of that practical and/or written raw examination marks of each of those candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.

- possession or knowledge of examination questions before an examination: cancellation of all the candidate's practical and/or written raw examination marks. The matter will be reported to the police.
- possession of unauthorised materials during the examination: cancellation of part or all of the candidate's practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established)
- possession of mobile technologies (e.g. smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved: cancellation of all or part of the candidate's practical and/or written examination mark
- markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established)
- unauthorised removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical and/or written raw examination mark relating to the materials being removed. The matter will be reported to the police
- examination room behaviour: blatant disregard of examination room regulations will result in the removal of the candidate from the examination room
- failure to follow examination instructions: cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over others

An EST is conducted for each General and Foundation course in Year 12. This assessment is set by SCSA and is compulsory for all students enrolled in Units 3 and 4. The EST is administered by the College under invigilated conditions within the protocols set by SCSA. The EST is a valid part of the College's assessment program and the aforementioned procedures and penalties for breaches of conduct apply.

#### **11. Procedures to be implemented if assessment is affected by a catastrophic event**

If the assessment of individual students or cohorts 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 Vice Principal, in conjunction with the College's COVID Response Team (or other relevant emergency team), Director of Transformational Learning PK-12 and Leaders of Learning will decide on the appropriate actions, which may include:

- The use of standardised results in cases where sufficient assessment data has been collected.
- Modifications to the assessment outline for students affected by the event (including adjusting the number of assessments and assessment types in accordance with SCSA directives).
- Increased use of formative assessments to ensure students receive valid feedback on the work they are completing remotely.
- Reasonable adjustments to the delivery of content and assessment (e.g. in the case of students who require remote access to resources in periods of quarantine).

The College will proactively communicate with all parents and students impacted by a catastrophic event and will provide details on any changes to assessment and the delivery of content, including the provision of updated programs and assessment outlines for each course. Newman College has a robust COVID-19 Mitigation Plan and remote learning framework which can be deployed in the event of unexpected interruptions to teaching and learning programs. Also refer to Sections 2 and 5 of this policy which outline processes for seeking an approved absence due to illness and provisions for students who do not have the ability to complete the intended assessment program.

#### **12. Processes for the Reporting of student achievement (General and ATAR courses)**

Student achievement is reported at the end of Semesters 1 and 2. The reports includes an overview of student engagement with the course (except for 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 1 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.

##### **12.1 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.

### **13. Assessment review and appeal processes**

The College publishes its assessment review procedures in the Student Diary and Year 12 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, within 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 results.

All efforts will be taken to ensure that students, teachers and parents collaborate to ensure the best assessment and learning outcomes and that accurate records of performance are kept. However, there may be instances where students and/or parents request an assessment be reviewed.

#### **13.1 Requests for an internal review of an assessment:**

- In the first instance, the student is encouraged to engage in a constructive dialogue with their classroom teacher to discuss the assessment in a timely manner. Parent collaboration at this point is welcomed and the teacher may provide further feedback, annotations or seek moderation from other teachers of the course where practicable.
- If this does not resolve the matter, a written request for further review lodged via an online form is required. The matter is then escalated to the relevant Leader of Learning who will review the assessment and provide a written outcome. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Vice Principal of the request.
- In all instances, documentation of the review process will be maintained on SEQTA, and parents will receive written correspondence regarding the process. Following consultation with the Leader of Learning, students and/or parents may deem it appropriate to request further review from the Vice Principal if they feel the matter is still unresolved. The Vice Principal will engage in further forms of validation, which could include liaising with external course advisors. The Vice Principal will provide a written outcome to conclude the review.
- Student appeals and requests for assessment review will be treated with procedural fairness and in accordance with Newman College's Codes of Conduct. Students and parents must be aware of the reasonable timeframe for appeal (as outlined in the WACE Activities Schedule) and that, given the stringent process outlined for review, a request of this nature does not guarantee a change in outcome. In this instance, the Vice Principal will advise the student and/or parent with details of how to lodge an appeal to SCSA. It must also be acknowledged that teachers and Leaders of Learning are unable to change results, and this must be set as a directive from the Vice Principal following stringent investigation.

#### **13.2 Student appeals to SCSA**

Where the school's assessment review does not resolve the student's concerns regarding their assessment, the student may appeal to SCSA. Student appeals are not considered 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 and/or parent with the required fee and the school's written assessment review by the closing date specified in the *WACE Activities Schedule*.

When a student appeals to the Authority against their school assessment for one or more courses, the school is required to provide the Authority's Student Appeal Against School Assessment Committee with:

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