



The following procedures are to be read in conjunction with the Assessment and Reporting Policy.

1. Assessment Protocols

1.1 Assessment results are recorded on the School's system as raw marks. In calculating the final mark over the whole course, and in recording progress marks throughout the year, calculations are made using these raw marks without rounding. Final rounding in reporting the calculated mark will follow mathematical principles: 0.5 and above are rounded up, 0.49 and below are rounded down.

1.2 The following classifications have special meaning:

- N/A – Not Applicable – for exemption, or approved absence. This notation will rarely be recorded in Year 11 and Year 12, except at the end of a year following review. It may be used in lower year groups, for example, where a younger student misses assessments due to extended approved leave. N/A entries will be omitted from calculation of interim and final marks
- a zero is recorded where a student misses an assessment without a reason acceptable to the School. Zeros are included in the calculation of interim and final marks

1.3 Assessment tasks will usually be undertaken during the school day but subjects with large cohorts will hold assessments during Assessment Periods or before or after school. Teachers will give boys at least two weeks warning of such assessments. It is expected that boys will make these assessments a priority and will ensure that external commitments do not cause clashes. When sitting assessments, all non-essential items (watches, phones, pencil cases, books, notes, files, laptops, etc.) must be placed under the student desk and students should only have pens/pencils and required materials on their desk for the duration of the assessment.

1.4 The Studies Office will keep a record of all student assessment tasks in order to avoid clashes. Where possible, in Years 11 and 12 the School will endeavour to ensure **that no student has more than three assessments on the one day**. This includes assessments done before or after school. Other assessment tasks that have been provided over an extended period of time (such as oral presentations, extended essays) do not count for these purposes, as it is considered that the student has had ample time to complete the work.

1.5 If the assessment schedule of a student reveals an unreasonable clash of requirements he should discuss this with his teacher, then tutor, who will endeavour to resolve the conflict.

1.6 It is the student's responsibility to submit assessment tasks on time. Penalties for work submitted late, without an acceptable excuse, are determined as follows:

- A 10% deduction in marks for submitting the assessment task a day after the due date
- A 20% deduction in marks for submitting the assessment task two days after the due date
- A 30% deduction in marks for submitting the assessment task three days after the due date

- A zero will be awarded for any assessment which is submitted more than three days after the due date

1.7 In cases where work is not submitted, the student is at risk of not completing the requirements of the subject and may be given a U for Unfinished, rather than a grade, as detailed above. Parents/guardians will be notified by tutors of situations where students have missed assessments or have submitted work late, if such cases result in the student being at risk with respect to course completion.

1.8 In certain circumstances (e.g. illness, injury) an extension of time may be granted for the completion of an assessment task. Students must apply to the class teacher for an extension, prior to the due date if the circumstances allow. The procedures which apply to the granting of such an extension will generally be the same as those applying to absence from in-class assessments.

1.9 If a student does not apply for or receive an extension then the same consequences as those that apply for late or missed work, where there is no satisfactory explanation, will operate.

1.10 Where there is a grievance with a decision about an application for extension or about an excuse for absence, the tutor will be the first point of reference. The Director of Studies will be the ultimate arbiter of any dispute on these issues.

1.11 Clear and immutable deadlines are set for Certificate 2, 3 and 4 courses and students are advised well in advance of these deadlines. Any student who does not meet the deadline, or who plagiarises the work of another student, will not be awarded the Certificate.

2. Assessment Provisions

Absence due to a school-related activity

2.1 A student who is absent from an assessment because of an excursion or other school-related activity, may be asked to complete the assessment or a comparable assessment upon his return. It is the student's responsibility to notify his teachers of any such absence and negotiate arrangements in regard to missed assessments.

Absence due to illness or injury

2.2 A student who is absent for a prolonged period of time over the course of Year 11 may not be graded. His course enrolment will be recorded as Unfinished (U). Parents are to be notified by the Studies Office when a student is at risk of this occurring, and he may be given the opportunity to catch up on learning and assessment prior to the beginning of Year 12.

2.3 Absence from a scheduled assessment task in Years 10, 11 and 12 due to illness or injury must be ratified by a medical certificate (issued by a medical practitioner (not a pharmacist) other than a family member), submitted directly to the Studies Office (studies@ccgs.wa.edu.au) within 48 hours of the day of the assessment. Boarders may provide a note from the School Medical Centre. The Studies Office will advise the relevant Head of House, tutor and teachers of the dates covered by the medical certificate and the student will be temporarily excused from the assessment but may be asked to complete it or a comparable assessment, following their return to school or later in the year, depending on the circumstances. The assessment will be recorded as NA (Not Applicable) until such time as a final determination has been made.

2.4 Absence from a scheduled assessment task in Years 7, 8 and 9 due to illness or injury should be ratified by a note from a parent or guardian. The student in this situation will be temporarily excused from the assessment and be awarded an NA or he may be asked to complete it or a comparable assessment, following their return to school.

2.5 Should students choose to sit an assessment on a date when they are covered by a Medical Certificate, or subsequently provide a Medical Certificate having sat the assessment, no review of results will be entertained.

2.6 Students who are ill and/or covered by a medical certificate and miss an assessment but then elect to attend a

school activity or classes on the same day, will render the medical certificate null and void and will be awarded a zero for the missed assessment.

2.7 Students may have multiple assessments scheduled during a period covered by a medical certificate. In this situation, students should not sit any of these scheduled assessments. Students in this situation who elect to sit some of these assessments but not all will be awarded a zero for the assessments they choose not to sit.

2.8 Students who arrive late to school and subsequently sit a scheduled assessment will need to have either a medical certificate or a note from their attending physician to justify the late attendance at school. Students in this situation who are unable to provide this documentation will be awarded a zero for the assessment(s) they sit.

Procedures for addressing missed assessments

2.9 Procedures for completing a missed assessment task, where a valid reason has been provided, will vary from case to case. In any procedures, equity, validity and comparability will be considered. The school may for example:

- undertake a review at the end of the academic year, when all other assessment items have been completed. If a professional judgement can be made based on the remaining tasks, the task may be removed from the calculation of the final mark. Professional judgement will evaluate whether the student has had the opportunity to demonstrate the knowledge, skills and understandings that should have been acquired: the remaining tasks must provide a comprehensive sampling of the syllabus unit. This review will be holistic and is undertaken by the Director of Studies, with input from the relevant Heads of Department and teachers
- provide a comparable task after it has been completed by the rest of the cohort. Appropriate supervision will be provided and assured
- award a mark of zero, where an absence is unexcused and acceptable alternative arrangements have not been made. This may mean that the student has not fulfilled the course completion requirements and it is possible that he may be noted as UNFINISHED (U)

2.10 The School cannot use results obtained in another calendar year to make an estimate of a student's likely result in the current year. If it is not possible for a student to complete assessed tasks during the year, then he may not be graded for some or all of his subjects.

2.11 Where there is evidence that a difficulty or illness has been acute and sustained and where the issue has had a serious and significant impact across multiple aspects of a student's life in Year 11 and 12, the Head of House and/or a School Psychologist will advise the Studies Office. In these circumstances the Studies Office will consider some adjustment, but the process will be objective, evidence-based and transparent.

2.12 Final decisions will be made by the Principal in consultation with the Director of Studies, on whether a student who has suffered chronic or frequent illness can be given appropriate support by the School. However, the majority of assessments will need to be completed despite the student continuing to suffer from illness.

Assessments affected by a catastrophic event

2.13 If a catastrophic event such as a pandemic affects the normal assessment practice, the School will:

- Ask the teacher and/or Head of Department to make a professional judgement on the performance of the affected students based on previously completed assessment tasks

- Modify the assessment outline, if required
- Inform affected students of the changes to how their achievement will be determined

Absence due to extended leave

2.14 Students are not to be away from school on holidays during term time, as this does impact the quality of learning. Students in Years 10, 11 and 12 who miss an assessment(s) due to family holidays or other unapproved leave will receive a mark of zero for the missed assessment(s). Students in Years 7, 8 and 9 who miss an assessment(s) due to approved leave (to be approved by their Head of House) will be awarded an NA for the missed assessment(s).

2.15 Students who have been away from school during term time on approved leave or extended medical leave will be expected to sit all subsequent scheduled assessments upon their return to school.

Absence due to Chronic or Frequent Illness

2.16 Whilst we do not discriminate against students who are genuinely sick, and we will do all that we can to accommodate the needs of students who suffer chronic or frequent illness, it is not possible to waive guidelines with respect to the completion of assessments. Where possible, and following the guidelines set by SCSA, alternative assessments or assignments will be provided, but in order to achieve comparability there is a limit to how many alternative assessments can be undertaken. The SCSA WACE Manual states, "If a student is to be assigned a grade for a pair of ATAR, General or Foundation units... they must have completed the education program and the assessment program for the units" (p18). The spirit and intent of the Rationale for each course is that students need to have engaged with all aspects of the educational program, including class discussions, group work and practical activities, where applicable. Equity considerations, both within the School and across the State, are of vital importance.

Students with significant co-curricular, sporting and/or leadership commitments

2.17 The academic program cannot be suspended for students who take on commitments in regard to co-curricular, sporting and/or leadership activities. When students take on such responsibilities, they need to accept that they will inevitably have an impact on their academic programs; this is balanced by the benefits that they gain from their activities. They need to be organised, to plan ahead and to prepare for assessments over a period of time rather than seeking last-minute extensions or exemptions. Heads of House and tutors will be helpful in advising boys how to balance their responsibilities.

Cheating, collusion and plagiarism

2.18 Students who are suspected of having cheated, colluded, or plagiarised (including relying heavily on Artificial Intelligence (AI) and /or assistance from a private tutor) in an assessment, will be informed that this is being investigated. The Studies Office will also be informed. The relevant teacher and Head of Department will conduct the investigation and the student will be given the right to explain the circumstances from his perspective. If the behaviour is proved to have occurred, a mark of zero will be assigned in that assessment.

2.19 Teachers will use multiple methods, including manual review, comparison to student work completed in class, comparison with online sources and use of plagiarism detection tools such as Turnitin to check the originality of work submitted by a student.

2.20 No electronic equipment such as Surface devices, smart watches or mobile phones are permitted in examinations, tests and assessments. Any student found to have used such devices for the purposes of cheating will receive a mark of zero.

2.21 Teachers will advise relevant tutors and Heads of House of any instances of cheating, collusion or plagiarism, including reliance on Artificial Intelligence and private tutor assistance, prior to contact with the student's parent. This is to facilitate necessary pastoral care.

3. Out-of-school assessment tasks

Teachers are required to authenticate student achievement in out-of-school assessment tasks. Typically, this will involve strategies such as:

- Teacher monitoring, of student progress on a task at regular intervals
- Administering the task in class with open access to reference notes
- Completing the task at home, then measuring achievement using an in-class assessment task under test conditions
- Completing the task partially at home and partially at school
- Requiring a signed student declaration that all unacknowledged work is his own

4. Assessing individual performance in group tasks

The assessment of individual performance in a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skills and understanding while in a group situation (rather than to assess the student's capacity to work in a group). In such tasks all students within the group should have the same opportunity to demonstrate the knowledge, skills and understanding that the task aims to assess. Strategies will be used to ensure the marking of the group assessment task takes account of different achievement of individuals within a group including:

- Teacher monitoring of group and individual progress
- Teacher monitoring of the stages in the development of the task
- Peer evaluation

5. Security of assessment tasks

The School will ensure fairness to all students when using the same assessment task in more than one class. Strategies such as the following may be used:

- Common timing of the assessment task during an Assessment Period (Year 11 – Wednesday period 4; Year 12 – Thursday period 4 and after school on Wednesday or before or after school where no other suitable time exists)
- Developing parallel assessment tasks for use by different classes
- Collecting and retaining assessment tasks and all student responses to the assessment task until all classes have administered the task
- Modifying assessment tasks before re-using them in the future
- Maintaining confidentiality in relation to any assessment task that is set externally or shared with other schools.

6. Assessment periods

Assessments will mainly occur during timetabled lessons. In addition, there will be one assessment period per week allocated to each of Year 11 and Year 12 students. Students will be notified if they will be sitting an assessment during the assessment period. Students are not permitted to leave the campus during the Assessment Period even if they do not have a scheduled assessment. They are required to study in the Library or in the Refectory.

7. Subject Changes and late entry

7.1 A student cannot be given credit for work that has not been completed in a subject, but where possible

- students will be given an opportunity to complete assessments and gain credits and
- credits will be given for recognition of comparable achievement

7.2 All subject changes are subject to the ability of the school to accommodate the request, compliance with SCSA guidelines and support from parents and the Head of House. Subject changes for Years 11 and 12 must be completed by Week 9 Term 1 at the latest.

7.3 Year 11 courses are taught in concurrent mode at Christ Church – that is, courses are designed as year-long units and are studied accordingly. Year 11 students are permitted to change subjects after the Semester 1 examinations, subject to the timetable of the day. Some students on an ATAR pathway may decide to switch to a Non-ATAR pathway in Semester 2 after receiving examination and coursework results that are consistently below 50% during Semester 1.

7.4 Where a change is allowed, the student will be credited for completion of the first unit (i.e. one semester), and will be enrolled in the second unit of the new subject commencing immediately or soon after the examinations. By studying two semester-long subjects, the student receives the same credit towards his WACE that he would receive if he had completed a year-long subject.

7.5 It is not possible for Year 11 students to change subjects beyond Week 9 of Term 1 in the following circumstances:

- A student wishes to drop an ATAR subject for a General subject to make his workload easier
- A student not enjoying or not succeeding in a subject picks up another ATAR subject instead, with the intention of discontinuing it at the end of Year 11.

8. Examinations

8.1 Examinations are scheduled for Year 11 and 12 students in the middle of the year. Year 12 has 'trial' examinations at the end of Term 3 whilst Year 11 Semester 2 examinations are held at the end of Term 4.

8.2 Examination timetables will be published prior to examinations and will include a copy of the examination rules which are modelled on those that apply to the ATAR examinations (See Appendix 1 to the Policy). Infringement of the rules will be penalised and a zero mark may be awarded depending on the severity of the infringement. Breaches of the School's presentation standards could result in the student(s) not being allowed to sit the examination.

8.3 Subjects with a practical component are subject to SCSA's strict regulations around these and will be informed of the rules by their teachers and the Director of Studies. The rules will also be uploaded to the parent portal. Students required to submit work in practical subjects have a responsibility to ensure it is done by them. They and their parents will be required to sign a declaration to this effect.

9. Students who require special provisions

9.1 The School Psychologist has a set of assessment guidelines for students having special education needs (physical disabilities, diagnosed conditions) that affect the completion of tasks.

9.2 The form of special assessment and examination provisions at the School will depend on the nature of the boy's disability and the assessment of functional impact which will be based upon

- Evidence that the candidate has either a permanent or temporary disability, illness and/or specific learning disability that could disadvantage him in demonstrating his knowledge, skills and understandings in timed assessments.
- Details of the intervention strategies that have been recommended and implemented to assist in the remediation of the underlying disability and the efficacy of these strategies over time (i.e. student's response to intervention). A history of the disability and the functional impact will need to be documented and detailed.
- Assessment of the residual functional impact of the disability, based on all documented interventions (through teacher and specialist reports).

9.3 Formal application for special WACE examination provisions needs to be made to SCSA early in Year 12. Boys making an application may be required to sit specialised tests set by SCSA to assist in its assessment and decision. WACE candidates who are given approval for special examination provisions are required to sit their examinations at a different campus, usually Canning College or Tuart College.

9.4 Once a ruling has been made by SCSA to approve or decline a particular special provision in the WACE examinations, this decision will be applied to the internal special provisions that the School makes.

9.5 Students who are unable, in the opinion of the School Psychologist, to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings, where this is feasible.

9.6 The Studies Office acts on the School Psychologists' and the LDC Co-ordinator's recommendations, as documented in Learning Profiles, in every case; details of special accommodations for assessment are passed on from the Studies Office to all teachers at the beginning of the school year and updated regularly.

10. Endorsed and personal development programs

The school issues a comprehensive Testimonial at the end of Year 12 which includes details of a student's co-curricular activities and achievements through the school. Therefore, whilst SCSA has ratified a variety of endorsed and personal development programs for students in Years 10, 11 and 12 the School does not monitor, record or report achievement in these, except for highly individualised options, which are supported by the student's Head of House.

11. Workplace Learning, ASDAN and Certificate Courses

Students who choose to undertake the above are expected to be committed, meet all requirements and assessment deadlines, advise their teachers and request special consideration if they have difficulty in doing so.

Appendix 1

RULES FOR EXAMINATIONS

1. Candidates must be compliant with the School's presentation standards (leavers jumpers are acceptable) and abide by the School's presentation policy. The School reserves the right to not allow candidates to sit examinations if they do not abide by this rule.
2. Candidates are not allowed to communicate with each other from the time they enter the examination room until the time they have left the room.
3. During the examination candidates wishing to ask the supervisor a question should raise their hand to attract the attention of the supervisor.
4. Candidates must sit in a desk as directed by the supervisor.
5. No writing paper, books or manuscripts may be brought into the examination room, other than those specially permitted (Mathematics). Formulae and data sheets will be provided when necessary.
6. Candidates are not permitted to wear or take a watch (analogue, digital or smart watch) or similar wireless-enabled technology device (e.g Fitbit) into the examination room.
7. Candidates are not permitted to have pen/pencil cases, nor calculator cases during any examination.
8. Candidates must provide their own pens, pencils, erasers, ruler and any items specially required for the examination. Candidates who forget equipment such as calculators or ClassPads will not be allowed to borrow from staff prior to the exam, or from other students during the exam. Candidates must provide spare batteries for their ClassPad.
9. Pencil Cases must be see-through and non-coloured. Rulers can be made from wood, plastic or metal – but must have no markings or information inscribed on them beyond the manufacturer's information. A clear plastic (not glass) water bottle with all labels removed may be brought into the examination. It must have a secure lid and have a capacity of no more than 1500 ml. Water bottles may not be refilled during the examination.
10. Use of blue or black pen is preferable in the examinations. Do not use erasable or gel pens. Pencils and coloured pencils may also be used. For multiple choice sections, candidates must use blue or black pen to shade the boxes.
11. Candidates are required to observe any general instructions which may be given by a supervisor and to note carefully any instructions which appear on the front of the examination paper.
12. Unless otherwise instructed, candidates are allowed 10 minutes reading time for examinations. No writing, highlighting, marking of the paper in any way, or use of calculators is permitted during this period.
13. Candidates are not permitted to remove examination materials from the room unless given permission by the supervisor.
14. It is the responsibility of the candidates to ensure that no unauthorised notes, mobile phones, tablets, watches or other such items are taken into the examination room. If a candidate is found to have unauthorised material after

the commencement of the examination the School will not mark the papers of the candidate involved.

15. During the course of the examination candidates may not communicate by word or otherwise with any other candidate or copy from the work of any other candidate. If any candidate is found guilty of any dishonest act, the School will not mark the candidate's papers in one or all of the subjects taken by that candidate in the examination period.
16. If an examination Answer Book is being used it must be submitted intact, i.e., no loose pages. If you accidentally remove a page from the book you must report it to a supervisor immediately who will arrange to have it laced in the book and authorised. Loose sheets of paper in the Answer Book will not be marked.
17. Candidates will not be allowed to leave the examination during the first hour of the work period of the examination or during the final 15 minutes of the examination.
18. Candidates must stop writing immediately when instructed by the supervisor and must not leave their desks until all papers in the room have been collected and the supervisor has directed them to leave.

Appendix 2

REPORTING SCHEDULE

Term 1 reports Years 7-12 except Science (trimester subject) in Years 9 & 10

Work practices, grade, mark

Available through Nexus end of Term 1.

Trimester 1 reports (Science Years 9 & 10)

Work practices, grade, mark

Available through Nexus end of Semester 1.

Semester 1 reports (all subjects except semester-only subjects)

Years 7, 8, 9, 10, 11, 12

Work practices, grade, mark

Available through Nexus end of Term 2.

Semester 1 reports (semester-only subjects)

Work practices, grade, mark

Available through Nexus end of Week 2, Term 3.

Trimester 2 reports (Science Years 9 & 10)

Work practices, grade, mark

Available through Nexus end of Term 3.

Term 3 reports Years 7-12

Work practices, grade, mark

Available through Nexus end of Term 3.

Term 4 Year 12 Final Statement of Results

Available end of Week 3. Contains trial exam mark, final course mark and grade.

Semester 2 reports – includes Trimester 3 reports (Science Years 9 & 10)

Years 7, 8, 9, 10, 11

Work practices, grade, mark for year-long and semester-long courses

Work practices, grade, mark for semester-long courses

Available through Nexus end of Term 4.

Peter Moyes Centre reports

PMC students will receive four reports a year, one at the end of each term. The Term 1 and Term 2 reports will report achievement against the Documented Plan for Semester 1. The Term 3 and Term 4 reports will report achievement against the Documented Plan for Semester 2.

PMC students will receive a page per focus area with notations as to the progress that has been made towards each pointer, and a written comment from the primary teacher of that focus area. In addition, a set of work practices will be included on the final page.

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