



All reports are made available to parents via the Parent Portal. An email from the Studies Office is sent to alert parents when reports are uploaded to the Parent Portal.

Parents are also able to access live marks throughout the year. Teachers use the Student Reference Slip system to report anomalous performances and concerns.

**Term 1 reports Years 7-12 except Humanities and Science (trimester subjects) in Years 9 & 10**

Work practices, grade, mark

Available through Parent Portal end of Term 1.

**Trimester 1 reports (Humanities and Science Years 9 & 10)**

Work practices, grade, mark

Available through Parent Portal end of Trimester 1.

**Semester 1 reports (all subjects except trimester and semester-only subjects)**

Years 7, 8, 9, 10, 11

Work practices, grade, mark

Year 12

Work practices, grade, mark plus teacher comment

Available through Parent Portal end of Term 2.

**Semester 1 reports (semester-only subjects)**

Work practices, grade, mark

Available through Parent Portal end of Week 2, Term 3.

**Trimester 2 reports (Humanities and Science Years 9 & 10)**

Work practices, grade, mark

Available through Parent Portal end of Trimester 2.

**Term 3 reports Years 7-12 (except trimester subjects – Humanities and Science Years 9 & 10)**

Work practices, grade, mark

Available through Parent Portal end of Term 3.

**Term 4 reports Year 12**

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

## Semester 2 reports – includes Trimester 3 reports (Humanities and 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 Parent Portal end of Term 4.

### Peter Moyes Centre reports

PMC students will receive two 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.

## Parent/Teacher/Student interviews

Parent/Teacher/Student interview evenings are held once annually for each year group. Parents are notified by email in advance and given instructions on how to book these interviews.

## Live Marks facility

Parents will be given information early each year in regard to the live marks facility on the Parent Portal. It is our experience that making this information available to parents assists them to support the School and their son in regard to his academic progress.

The mark achieved will be displayed, along with the class average for each assessment, and the date on which the mark was entered. Not all classes will have their marks entered at the same time; as a general rule, marks will be entered about a week after the date of the assessment.

Parents will find it helpful to check this portal once a fortnight or so to monitor their son's progress. Concerns about assessments, and what they indicate about a student's progress, can then be addressed in the following way:

- discussion of the mark with the student – a calm and considered approach generally works best
- consideration, with him, of the feedback provided by his teacher on the assessment and
- agreement on how he will work to rectify his errors and improve his achievement.

Ongoing concerns should be addressed initially with the tutor and then, if necessary, with the subject teacher.

Teachers will continue to use the Student Reference Slip system to inform tutors of anomalous performances and tutors will ensure that parents are kept informed of such feedback.

## Year 11 and 12 Assessment Policy 2018

The general principles of this policy also apply to Years 7 – 10.

**This Assessment Policy reflects the following core values of the School:**

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 2 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

- excellence
- honesty and trustworthiness
- integrity
- respect
- responsibility

Assessment is an integral part of the learning process. In particular, assessment assists schools to:

- report on student progress
- monitor progress and highlight difficulties with learning
- provide adjustments to the learning program to allow opportunities for all students to achieve intended outcomes
- develop alternative learning programs.

It is therefore essential that assessment practices be fair, equitable, valid, reliable, and transparent. The purpose of this policy statement is to articulate how Christ Church ensures that its assessment practices meet these requirements. Any queries about this policy should be addressed to the Director of Studies in the first instance.

### **SCSA guidelines**

We are required by the School Curriculum and Standards Authority (SCSA) to provide ongoing assessments throughout a course of study.

### **The School is required to:**

- provide, at the beginning of the year, the current SCSA syllabus, the CCGS Course outline and the CCGS Assessment outline (a detailed statement of all assessment requirements, their weighting and their approximate timing, showing how this assessment program matches the weightings prescribed by the SCSA). These documents are made available on Nexus.
- advise students of the grade descriptions for each of the courses being studied
- ensure that all assessment tasks are fair, valid and reliable
- maintain accurate records of assessment and provide details of these records when requested by students and/or parents
- complete all required assessment tasks within the time frame set by SCSA
- establish procedures and strategies to ensure that school marks and grades are comparable across all classes studying the same course
- provide students and parents with a report of academic progress and achievement, including the projected grade, once per term
- advise students in cases where it is necessary to deviate from the assessment program published at the beginning of the year
- consider queries from students in regard to the marks achieved in assessments, provided such queries are made

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 3 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

within 24 hours of work being returned. Students must respect their teachers' expertise and experience in this area. Any such queries need to be dealt with by teachers in the first instance, then Heads of Subject/Department, following the principles outlined below under the heading 'Challenges to the marking of assessment tasks'

- follow up where there are reported breaches of this assessment policy and inform the Head of Department and Director of Studies
- ensure that teachers and examination supervisors are always vigilant and active in their supervision of tests and examinations
- re-write assessment tasks from year to year, thus avoiding the possibility that students can copy from past assessments
- provide students with a final document from Synergetic that itemises their achievement (marks and grade) at the end of the year
- advise students of the process available to them through the School and the Authority where there is a concern about *inaccurate, unfair or inappropriate assessment*. In the first instance, this should be raised with the teacher, Director of Studies and relevant Head of Department as soon as possible after the concern is apparent; if there is no resolution, a review request must be detailed and specific and made in writing to the Director of Studies, who will conduct a formal review. If the issue is not resolved at the school level, the Director of Studies will advise the student and the parent/guardian, in writing, of the outcome of the assessment review, justifying the decision and outlining the procedure in regard to an Appeal to SCOSA
- advise students of the processes open to them through the School and the Authority where there is a query in regard to *assessment outlines, procedures and policy and their alignment with the Authority's expectations*. Any such request for review must be detailed and specific and made in writing to the Director of Studies. If the issue is not resolved at the school level, the Director of Studies will advise the student of the relevant SCOSA Appeal form and process
- inform Year 12 students that school marks are subject to statistical adjustment by the Authority (including statistical moderation based on the overall performance of students in the WACE examinations) and that school marks may therefore be adjusted either up or down
- develop and provide a marking key that makes the criteria used to allocate marks clear and explicit
- facilitate communication between teachers and Heads of House and tutors where there are concerns in regard to the assessment program.

### Each student is required to:

- complete the prescribed work requirements in each subject by the due date
- complete all assessment tasks outlined in the assessment program distributed at the beginning of the year, including all examinations (or risk a U notation), even if he does not intend to continue that subject in Year 12
- maintain a sound record of attendance to class (90%, as stipulated in the School's Attendance Policy)
- liaise with teachers, in advance where possible, concerning absence from class, missing assessments, requests for extension of time and other issues relating to assessment

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 4 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

- follow all of the School's policies, rules and procedures in regard to assessment, attendance, sickness, etc.
- check assessed work and school assessment records meticulously and ensure that any queries or issues are raised immediately when a concern arises
- retain their own marked assessment tasks, until December for Year 12 students and March of the following year for all other students
- complete all ATAR examinations, or risk losing the grade that the School has awarded and possibly, therefore, the WACE.

## Provisions for sickness and misadventure

### Absence from class

Students take responsibility for determining what work has been missed, whether assignments or other work have been scheduled, and for catching up on work missed.

Where a prolonged absence is due to illness or some other valid, documented reason, teachers will endeavour to provide material that is distributed in class to the student, via Nexus.

Where prolonged absence is due to illness or injury (or similar misadventure) the policy with respect to chronic or frequent illness will operate (see below).

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

If a student is absent from class for a prolonged period of time over the course of Year 11, it is possible that he will not be graded; instead, his course enrolment will be recorded as UNFINISHED (U), signifying that he has not completed the requirements of the course. Parents will be notified by the Studies Office when a student is at risk on this criterion. Students may be given the opportunity to catch up on learning and assessment prior to the beginning of Year 12.

### Absence from assessments owing to illness or a significant pastoral issue

The School's policy is that absence from a scheduled assessment task in Years 11 or 12 (including tests and examinations) due to illness or injury must be ratified by a medical certificate, obtained and submitted **directly to the Studies Office** within 24 hours of the day of the assessment. This includes days on which take-home assessments are due for submission. The medical certificate needs to be issued by a medical practitioner other than a close family member. Boarders may substitute 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. The student will then be temporarily excused from the assessment but may be asked to complete it, or a comparable assessment, following return to school or later in the year, depending on the circumstances. The assessment will be recorded as EPR (Excused Pending Review) until such time as it has been completed.

Students should not complete assessments or examinations when they are ill. Should students choose to sit an assessment when they are covered by a Medical Certificate, or subsequently provide a Medical Certificate, having already sat the assessment, no review of results will be considered.

Procedures for completing the missed assessment task, where a valid reason is provided, vary from case to case. In any procedure, matters of equity, validity and comparability need to 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

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 5 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

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.

- record 'U' (Unfinished) status for Year 11 students if a professional judgement cannot be made based on the remaining tasks. The student will then have the opportunity to complete the necessary comparable tasks before the beginning of the next school year; given a genuine effort in these tasks and a satisfactory level of achievement, the U notation will be changed to an A-E grade. Teachers are not available to provide tuition during the holiday period while such students are catching up on these assessments.
- provide a comparable task after it has been completed by the rest of the cohort. Appropriate supervision must 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).
- accept a note from the parent in Years 7 – 10, unless a pattern of absences from assessments becomes evident, in which case a request for a Medical Certificate will be made by the Director of Studies. Missed assessments will generally be recorded as EPR (Excused Pending Review) until the assessment or a comparable assessment is completed within an agreed time frame.

### Chronic or frequent illness

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 as detailed above, but in order to achieve comparability there is a limit to how many alternative assessments can be undertaken. In particular, missed examinations will be difficult to reschedule.

The SCSA WACE Manual (2018) 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.

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 it may be that he cannot be graded for some, or all, of his subjects.

The ultimate decision on whether a student who has suffered chronic or frequent illness can be given appropriate support by the School will be made by the Principal in consultation with the Director of Studies. However, the majority of assessments will need to be completed, even if the student is still suffering from the illness.

Year 11 and 12 students are all likely to experience some challenges during the course of their final two years at school. As such, we are unable to make any mark adjustments based on such challenges, in most cases. 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, the Head of House and/or a School Psychologist will advise the Studies Office. The Studies Office will, at the end of the year, consider some adjustment. This process will be objective, evidence-based and transparent and any decisions will be communicated to the student.

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 6 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

## Attendance

Where attendance drops below 90% (equivalent to one day of absence in every ten-day cycle), learning will almost certainly be significantly affected. A student's attendance record is therefore an important consideration when decisions are made in regard to assessment of his learning. The School's Attendance Policy outlines the procedure required when parents do wish to remove students from school during term-time.

It is important for parents to be aware that strong patterns of attendance often correlate to strong student performance, and the converse is also true: high levels of absenteeism often lead to diminished progress, as it is difficult for students to learn the missed concepts. The School is most appreciative of parents who:

- organise holidays during holiday breaks only
- ensure students are present from the very beginning of term until the very end of term
- abide by the advertised dates and times in regard to mid-term breaks.

Teachers are not able to provide extended tutoring for students who have missed lengthy periods of school time.

## Assessment protocols and late work

### Recording of assessment results

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 then follow mathematical principles: 0.5 and above are rounded up, 0.49 and below are rounded down.

The following classifications have special meaning:

- EPR – 'Excused Pending Review'. See the full description above under the 'Absence from assessments owing to illness or a significant pastoral issue'. EPR entries will be omitted from calculations of interim marks. An EPR will be converted to a mark, N/A or 0 at the end of a course, following review and appropriate follow-up action.
- 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.
- O – a zero is recorded where a student misses an assessment without a reason acceptable to the School, or is assigned an EPR notation which is later converted to a zero. Zeros are included in the calculation of interim and final marks.

Course outlines and assessment schedules are provided for each student at the beginning of the year. Due dates for assessment tasks will be clearly outlined. In some cases the assessment schedule will indicate the week in which a task is due. Specific details of assessment due dates for Years 11 and 12 will be provided no less than two weeks prior to that due date.

Any deviation from a scheduled assessment within the two-week period will be negotiated with students before the due date, and not after, to establish a mutually acceptable submission date.

Generally speaking, assessment tasks are done 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.

The Studies Office will keep a record of all student assessment tasks in order to avoid clashes. Where possible, in Years 11 and 12 we will endeavour to ensure **that no student has more than three tests 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.

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

It is the student's responsibility to submit assessment tasks on time. Penalties for work submitted late, without an acceptable excuse, are determined by individual subject areas. Students are notified of these at the beginning of the year. 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. If an assigned task is not handed in (subject to the exceptional circumstances provided above), the tutor will be given full details. Tutors have the responsibility of advising parents about the missing work.

There are circumstances (e.g. illness, injury) where an extension of time can be granted for the completion of an assessment task. Students should 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.

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.

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.

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.

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

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

Students who are suspected of having cheated, colluded or plagiarised in assessed work will be informed that this is being investigated. The Studies Office will also be informed; the relevant teacher and Head of Department will investigate the behaviour; the student will have the right to explain the circumstance from his perspective. If the behaviour did occur, a penalty will be imposed.

A student who **cheats**, or has had the materials to cheat, in an assessment will receive a mark of zero in that assessment.

A student who **colludes** by allowing another student/s to access his work will score zero for that assessment. There needs to be a clear understanding of the boundaries between collaboration and collusion; boys need to ensure that an unfair advantage is not being gained. Collusion occurs when a student submits work which is not his own. Students who sit a test, then tell boys from another class about the content of that test, are also engaging in collusion. This may



result in the award of a mark of zero in that assessment.

A student who **plagiarises** submits the work of another person without acknowledging the source. Where submitted work is not the original product of the student (and where due reference to the source data is not stated), it will either be awarded zero marks or will not be assessed. This penalty will be enforced even if plagiarism affects only a proportion of the assessment.

No electronic equipment such as iPads, internet-enabled watches or mobile phones may be taken into examinations, tests and assessments. Any student found to have used such electronic devices for the purposes of cheating, or to enable other students to cheat, will receive a mark of zero.

Teachers will advise relevant tutors and Heads of House of any instances of cheating, collusion or plagiarism **prior to parent contact**, so that relevant pastoral information can be shared and follow-up provided. The student and parent/s will then be informed of the behaviour and the penalty imposed.

## Breaches of rules in ATAR examinations – practical component

Subjects with a practical examination component are subject to SCSA's strict regulation around these final practical examinations. Students will be advised (verbally and in writing) of these rules by their teachers, as well as by the Director of Studies, and documentation about the rules will be uploaded to the parent portal for reference. Students who are required to submit work in practical subjects have a responsibility to ensure that the work is done by their own hand, and they and their parents will be required to sign a declaration to this effect.

**Ultimately, it is the student's responsibility to ensure that he is aware of and works within these rules.** Where the School is advised by SCSA of alleged breaches of practical examination rules, students and parents will be informed at the end of the ATAR examination period, in order to minimise distraction and distress in the lead-up to the written examinations. Year 12 students have a responsibility to ensure that they abide by all requirements in regard to portfolio submission and practical examinations, as outlined in the Year 12 Information Handbook published each year by SCSA.

## Out-of-school assessment tasks

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

- teacher monitoring, at regular intervals, of student progress on a task
- 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.

## Assessing individual performance on 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 understandings while in the 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 opportunities to demonstrate the knowledge, skills and understandings 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.

## Changing subjects and late entry

A student cannot be given credit for work that has not been completed in a subject. However, where possible:

- students will be given an opportunity to complete assessments and gain credit
- recognition of comparable achievement will receive credit.

All subject changes depend on the ability of the School to accommodate the request; must follow the guidelines of SCSA; and must be supported by the Head of House and parents. There is a change of course form that must be completed. This form is available from the Studies Office.

Subject changes for Years 11 and 12 must be completed by the end of Week 6, Term 1 (preferably sooner).

No subject change will be permitted if it will cause disadvantage to the student in the satisfactory completion of the course of study. Changes can only be accommodated within the structure of the timetable that is already operating.

When a student changes school during the course of the year he should receive credit for work already completed. We will provide a statement of grades and work completed at the time of departure. Grades cannot be awarded if a course is not fully complete at the time of departure.

## Subject changes mid-year Year 11

Year 11 courses are taught in concurrent mode at Christ Church – that is, courses are designed as year-long units and are studied accordingly as this provides the optimal learning experience for students, in our experience.

In most cases, therefore, students wishing to change subjects need to complete Year 11 before they are able to do so. The exception to this is a student on an ATAR pathway who decides to switch to a General pathway in Semester 2 after receiving examination and coursework results that are consistently below 50% during Semester 1.

Where a student wishes to study a course in Year 12 that he is not studying in Year 11, the request will be considered on an individual basis and is subject to consideration of the student's needs, prior knowledge and skills, timetable and class sizes.

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.

It is not possible for Year 11 students to change subjects mid-year 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.

## Security of assessment tasks

The School is required to 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 Wednesdays) 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.

### **Challenges to the marking of assessment tasks (also refer to page 4 in regard to timeline)**

A student who feels that there are issues of fairness in relation to the marking of their assessments are asked to follow these protocols:

- Student reviews the assessment task and response in full, as well as reading the marker's comments in the body and at the end of the assessment. The rubric should be considered carefully, along with any marker's report and model answer, where provided.
- If the student identifies specific concerns, the work may be passed on to a course co-ordinator or Head of Subject/Head of Department for comment. If the judgement is that the mark is incorrect, it will be changed. The mark may increase or decrease.
- The marks of external markers are generally not open to challenge. Such external markers are employed because of their experience and expertise and have the benefit of marking across the cohort.
- Any student who is found to have altered an assignment, test or examination response after it has been assessed, and then requests more marks, will receive no mark for that assessment (teachers routinely photocopy a range of student papers after marking, for a range of purposes).

### **Examinations**

Examinations are scheduled for Year 11 and 12 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.

Examination timetables will be published prior to examinations and will include a copy of the examination rules. These rules are closely modelled on those applying to the ATAR examinations, in the interests of consistency. A copy of the rules is appended to this policy.

Students who infringe these rules may be penalised. A zero may be awarded, particularly where such infringements lead to disruption of the examination process for other candidates.

It is imperative that students adhere to the School's presentation code (neatly shaven, hair cut to standard, etc.) during examinations; breach of this code may result in the student/s not being allowed to sit the examinations.

Students are expected to attend and complete all scheduled examinations in courses that they are studying. In exceptional circumstances (eg illness or injury) alternative arrangements may be possible, but in order to maintain the integrity of the examinations process, it is not possible for boys to sit the exam earlier than the rest of the cohort. Early departure for holidays is not regarded as a valid excuse for alternative examination arrangements. Where an absence is unexcused and alternative arrangements have not been made, a mark of zero will be awarded. This may mean that the student has not fulfilled the subject completion requirements and so may be noted as UNFINISHED (U) rather than being awarded a grade.

### **Students who require special provisions**

Document title: <b>Reporting and assessment 2018</b>	CRICOS: 00433G	<b>Page 11 of 14</b>
Custodian of document: <b>Director of Studies</b>	Date last updated: <b>February 6, 2019</b>	

The School Psychologist has a set of assessment guidelines for students having special education needs (e.g. physical disabilities, diagnosed conditions that affect the completion of tasks). Details of these guidelines can be obtained from the School Psychologist.

It is important that the School be informed of such individual learning and assessment needs before a student enters Year 12. The School cannot be held responsible for assisting students with special accommodations for the WACE Examinations if the School has not been advised of these requirements before the commencement of Year 12.

Students with special learning needs may be given extra time to complete tests and examinations or may be provided with computer support. The Studies Office relies on the judgement of the School Psychologists to recommend these arrangements; the decisions that they make in regard to the approval of special assessment and examination provisions are based, as far as is possible, on criteria that are similar or identical to those applied by the School Curriculum and Standards Authority (SCSA).

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. It is imperative that the School and parents work together to ensure that the following criteria are met:

- 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.
- Intervention – details of the 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).

Formal application for special WACE examination provisions needs to be made to SCSA early in Year 12; the School Psychologists try to anticipate the likely decisions of the Authority in this regard, so that boys in earlier years do not become reliant on special provisions that are not likely to be approved in Year 12. Late applications are only accepted in extenuating circumstances. 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.

SCSA does not automatically adopt a specialist's advice or recommendations, so all external psychological reports coming into the School will be carefully reviewed by the School Psychologists, prior to any decision about eligibility for special assessment and examination provisions.

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. Where a provision is declined by SCSA, but there are grounds for a review or appeal, the School will remove that provision until such time as the outcome of any appeal is decided.

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.

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. The Studies Office co-ordinates the use of laptops where approved.

Detailed information in regard to this issue can be found on the School Curriculum and Standards Authority website at <http://wace1516.scsa.wa.edu.au/assessment/examinations/special-provisions>

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

If a catastrophic event (e.g. a pandemic) affects the normal assessment practice, the School will:

- Ask the teacher and/or Head of Department to make a professional judgement of the performance of the affected students, based on previously completed assessment tasks
- Modify the assessment outline if required
- Inform the affected students of the changes to how their achievement will be determined.

### **Endorsed and personal development programs**

The School Curriculum and Standards Authority has ratified a wide variety of endorsed and personal development programs for students in Years 10, 11 and 12. As the School already issues a comprehensive Testimonial at the end of Year 12 that includes details of boys' co-curricular activities and achievements through the School, we do not monitor, record or report achievement in endorsed or personal development programs co-ordinated by the School, other than highly individualised options. Exceptions will only be made if a student demonstrates a compelling need for such achievement to be recorded, and is supported by his Head of House in this request.

### **Workplace Learning, ASDAN and Certificate courses**

Students undertaking these placements and courses must ensure that they meet all requirements and assessment deadlines. If they experience problems doing so, it is their responsibility to advise their teachers and request special consideration.

Students who choose to undertake ASDAN, Certificate courses and workplace learning units are expected to be committed to and complete these activities. Careful consideration needs to be made in selecting Certificate courses because withdrawal from a course may require students to pay the costs.

*This policy was developed with close reference to the SCSA WACE Manual (available from the SCSA website under 'Publications').*

# Appendix 1

## RULES FOR EXAMINATIONS

1. 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.
2. Candidates may not borrow any item of equipment from another candidate during the period of the examination unless approved by the supervisor / teacher.
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. Formulae and data sheets will be provided when necessary.
6. Candidates are not permitted to have pen/pencil cases, nor calculator cases on their desks during any examination.
7. 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.
8. 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.
9. 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.
10. Candidates are not permitted to remove examination materials from the room unless given permission by the supervisor.
11. It is the responsibility of the candidates to ensure that no unauthorised notes, mobile phones, internet-enabled 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.
12. 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.
13. Notes which are allowed for the Year 12 and Year 11 Mathematics subjects must be contained to two A4 pages and must not be folded. See the Mathematics Department for more information.
14. 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 placed in the book and authorised. Loose sheets of paper in the Answer Book will not be marked.