Narrogin Senior High School
SENIOR SCHOOL ASSESSMENT
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overview</td>
<td>3</td>
</tr>
<tr>
<td>2. Assessment guidelines</td>
<td>3</td>
</tr>
<tr>
<td>3. Student responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>4. Staff responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>5. Missed assessment work due to absences from class</td>
<td>4</td>
</tr>
<tr>
<td>6. Changing a course unit/program</td>
<td>4</td>
</tr>
<tr>
<td>7. Non-completion/submission of assessment tasks</td>
<td>4</td>
</tr>
<tr>
<td>8. Cheating, collusion and plagiarism</td>
<td>5</td>
</tr>
<tr>
<td>9. Examinations</td>
<td>5</td>
</tr>
<tr>
<td>10. Students requiring special consideration</td>
<td>7</td>
</tr>
<tr>
<td>11. Reporting</td>
<td>7</td>
</tr>
<tr>
<td>12. Assessment Review and Appeals Process</td>
<td>7</td>
</tr>
<tr>
<td>13. Assessment Affected by a Catastrophic Event</td>
<td>7</td>
</tr>
<tr>
<td>14. English Language Competence</td>
<td>8</td>
</tr>
<tr>
<td>Appendix 1: Application for Extension</td>
<td></td>
</tr>
<tr>
<td>Appendix 2: Academic Review Year 10-12 Referral</td>
<td></td>
</tr>
<tr>
<td>Appendix 3: Assessment Policy Return Slip</td>
<td></td>
</tr>
</tbody>
</table>
1. **Overview**

Assessment assists teachers and schools in:
- monitoring the progress of students;
- providing feedback to students;
- reporting student achievement to parents/caregivers;
- whole-school and system planning, reporting and accountability procedures.

General assessment principles: Valid, educative, fair, explicit, comprehensive and reliable.

2. **Assessment guidelines**

Senior Secondary Schooling Assessment has guidelines set by the Curriculum Council. A course unit/program outline (including task deadlines) and assessment outline must be provided to students at the start of the learning program.

3. **Student responsibilities**

It is the student’s responsibility to:
- complete all course unit/program requirements by the due date
- maintain a folio of evidence for each course unit/program studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk)
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment
- inform the Year Leader of any disability, learning difficulty, injury or cultural belief that may affect their learning and/or assessment outcomes. Claims for special consideration must be accompanied by appropriate evidence and submitted by set deadlines

4. **Staff responsibilities**

It is the responsibility of the teaching staff to:
- develop a teaching/learning program that meets course requirements
- provide students with a course unit/program outline and assessment outline at the start of the course unit/program
- provide students with marking keys as per Curriculum Council guidelines
- provide students with a timeline for program and assessment
- ensure that assessments are fair, valid, reliable, educative, explicit and comprehensive
- provide students with timely assessment feedback and enter assessment data progressively on Reporting to Parents
- maintain accurate records of student achievement and assessment
- meet school and external timelines for assessment and reporting
- make use of Reporting to Parents to inform students and parents of academic progress in respect to recently completed tasks and the overall course unit/program achievement
- inform Year Leader of students at academic risk using the Academic Referral Form (attached)
- provide students with access to grade descriptors
- know the Curriculum Council requirements for moderation and implement them when/as required
- Inform students in writing of final assessments grades/marks and provide them with opportunity to resolve any issues that may arise
- manage the final course grade for students who either enter or depart from a Course delivered concurrently
- no tests or assessments to be scheduled the week prior to exams
5. Missed assessment work due to absence from class

**General**
If a student is absent from class, their ability to achieve their potential is diminished. Frequent absences result in lower levels of achievement and unit assessment requirements not being met. This may have WACE implications.

**Specially scheduled assessment tasks**
Absence from a specially scheduled assessment task (including tests and examinations) must be explained by one of the following:
- medical certificate
- letter from parent providing a valid reason for absence.

Satisfactory explanation of the absence will enable the student to complete the missed assessment task, or a similar task, and gain credit.

Wherever possible, advance notification of absence is required. In cases where a student is unable to attend to complete a specially scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task at an alternative venue.

Where there is no satisfactory explanation of an absence from a scheduled assessment task, Course assessment requirements may not be met, a 0 result will be recorded, and an E or U submitted to the Curriculum Council. The student and parent/caregiver will be informed, and the school may use its discretion in determining an appropriate strategy to address the issue.

**Prolonged absence**
Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student’s learning program.

6. Changing a course unit/program

It is the school’s decision that students will not change courses after Week 4 of each semester. The school will only consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the Principal or their nominated representative. Where a student changes school during a school year, credit for the completion of work in the same course unit/program will be given when the student and/or previous school supplies appropriate evidence. The class teacher will provide students with a course and assessment schedule. Students need to be aware that they will be disadvantaged by late arrival in a course and so should seek necessary changes as early as possible. Any late changes will be dependent on student numbers in relevant classes.

7. Non-completion/submission of assessment tasks

**General**
A subject or course overview, including timelines for submission of assessment tasks, will be provided to each student at the start of the course. Due dates will be clearly outlined and implemented. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised. It is a teacher’s responsibility to manage the assessment outline. It is a student’s responsibility to provide evidence of achievement by the published timelines. Parents/caregivers will be notified in cases where concern for a student’s progress emerges.

Assessments not submitted by the due date will result in parent contact (an immediate phone call is preferred as there may be considerable delays with written communication) and may attract a penalty of 10% a day for three school days from when the work was due. If the assessment is not submitted after three days, a mark of 0 will be awarded. A 10% penalty will be applied over a weekend as though it were a one working day delay. It is in the students interests to complete the assessment for feedback, even if a mark is impossible.
Where any senior student submits a work sample by the due date and the work is below standard, the teacher shall allow the student to re-submit their work to allow the student one (only) further opportunity to achieve a passing grade for that assessment piece. No higher than a passing grade can be achieved and a student may only resubmit a work sample once. A new submission deadline for the assessment will be negotiated by the teacher and the student and will be within the range of 3 – 5 days depending on the complexity of the assessment.

**Extensions**
Students may seek an extension of deadlines by completing an Application for Extension, in writing, and giving it to the teacher prior to the assessment task’s agreed due date. Extensions will be given at the discretion of a teacher. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Students may negotiate a change of deadlines with their teacher due to clashes with other scheduled assessments. An extension of deadlines may be granted to an individual or a whole class.

**8. Cheating, collusion and plagiarism**
All work submitted for assessment must be the original work of the student, unless the alternative source is acknowledged. If a student is shown to have cheated, or is involved with collusion or plagiarism in assessed work or in examinations, their work will not be accepted as valid evidence of their achievement. This will result in a 0 being recorded for this assessment. Collusion is when a student submits evidence that is not his or her own work for assessment. Plagiarism is when a student uses someone else’s words or ideas without acknowledging that they have done so (a work is essentially copied).

**9. Examinations**

**Regulations**
When attending examinations, students must adhere to the regulations for that examination. Details of regulations will be issued with the examination timetable. Infringement of regulations will result in an appropriate penalty.

**Attendance**
Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the principal or their nominated representative and/or the Curriculum Council, before the examination date. Participating in family holidays will not be accepted as an exceptional circumstance.

Full-time Year 12 students enrolled in a pair of Stage 2 or Stage 3 course units must sit the WACE examination in that course, unless exempt. If they do not sit, or do not make a genuine attempt in this WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average requirement, but still count in the breadth and depth requirement.

Full-time Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (which must lead to the completion of at least one qualification or skill set that meets a licensing, regulatory or defined industry need) and are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units, are eligible to apply for an exemption from sitting WACE examinations.
Examinations Rules

A. General Rules

1. Attendance: Yr 11 & Yr 12 students, completing 4 or more ATAR courses are required to attend school for exams only, during their exam week. When not sitting exams, rooms and staff will be available for private study, or students will attend non ATAR classes. Non-ATAR classes will operate according to their normal timetable.

2. School uniform is to be worn on the school premises at all times.

3. When dismissed from an exam, students are to move quickly and quietly from the vicinity of all classrooms. Exams still in progress and normal classes must not be disturbed.

4. Canteen and Hostel lunch breaks will be from negotiated in each exam period. Students will have a minimum break of 30 minutes between a morning and an afternoon exam.

5. Students must produce a medical certificate to excuse any absence from exams.

B. Examination Rules:

1. All exams will start and finish at scheduled times according to the exam timetable. There will be no special provisions for students who arrive late to exams.

2. Students who finish an exam early are to remain in the room for the full duration of the exam.

3. All students in the exam must be given the same opportunity. Copying and collusion are serious breaches of exam regulations and will result in a mark of zero being awarded for all or some of the examination. Distracting actions such as eating, talking, borrowing equipment and turning around are not permitted. No food, toys, etc can be taken into the exams. Students are permitted to take 300ml of water in a clear bottle into the room.

4. Subject teachers will give students and exam supervisors prior notice of any special materials required for exams. Unauthorised materials are not permitted in the exam room.

5. Candidates must provide their own pens, pencils, coloured pencils, highlighters, rules, erasers, correction fluid/tape, and other items specified or recommended for particular courses. These specified or recommended items are listed on the front cover of each examination.

6. All items other than those listed on the cover of an examination are therefore classified as unauthorised and should not be brought into the exam room. This includes amongst other things, the following items:
   - Mobile Telephones
   - MP3/IPOD
   - Bags
   - Pencil cases not made of clear material
   - Calculator cases/covers
   - Calculator instruction booklets
   - Map templates of any description
   - External storage media
7. Writing of any kind is not permitted during the Reading Time (except for necessary amendments to the exam paper).

The Reading Time should be used for the following purposes:
   (i) to check that the material issued is complete and legible, and
   (ii) to read the exam paper.

The supervisor will give students an opportunity to ask questions before the Working Time commences. Students who need to ask questions are to raise their hands and wait until the supervisor invites them to speak. Students should note that the supervisor may consider it inappropriate to answer queries concerning the intention of exam questions.

8. Written work should be set out clearly. One side of paper only, should be used for working, with the student's name at the top of each page.

9. When the exam time is complete, students must stop work immediately. Students may organise work for collection but may not:
   i) write corrections or finish the sentence,
   ii) communicate with one another, or
   iii) leave their places until given permission to do so.

10. When students are dismissed, they are to leave their work places clear; placing unwanted scrap paper in the bin.

11. The supervising teacher is entitled to take appropriate action should there be any breaches of exam rules by any student/s. Students will be sent to the Deputy.

12. Students found with unauthorised items, such as Mobile Phones, will be penalised at the discretion of the Head of Learning Area.

13. Breaches of examination rules will result in deduction of examination marks at the discretion of the Head of Learning Area.

10. Students requiring special consideration

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with Curriculum Council guidelines. Students who are unable to complete an assessment task because of their special needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings. If a student requires additional assistance to complete assessment tasks, they are provided with special consideration and/or arrangements which are consistent with those provided in WACE examinations conducted by the Curriculum Council.

11. Reporting

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be regularly informed about a student’s progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the course unit/program requirements and receiving a U or E grade.
- meeting WACE requirements.
Students will receive a Semester 1 and Semester 2 report including a mark, grade and examination mark where appropriate. The letter grades A, B, C, D and E are derived from the assessment of a student’s work throughout the year. These grades are submitted by the school to the Curriculum Council for inclusion on the Western Australian Certificate of Education (WACE). These may also be used as part of the TAFE selection process.

All WACE course students are awarded both a grade and a score out of 100 for the practical component. There is also a compulsory external examination for all final year students in Stage 2 or 3 courses. Exemptions may be granted by Curriculum Council.

12. Assessment Review and Appeals Process

Where a student has a complaint about their school assessment and it cannot be resolved with the teacher, the student has a right to appeal. The student should address their concerns in writing to the Principal initially who will refer valid complaints on to the appeals panel, consisting of the Head of Learning Area or their nominee, a Deputy Principal and the relevant Year Leader. The student will be informed in writing, of the results of the assessment review, justifying the decision and outlining the procedure should the student wish to appeal to the Council. If an assessment review determines that inaccurate, unfair or inappropriate assessment is evident, the school makes the necessary adjustments to this student’s results and, where appropriate, the results of other students.

13. Assessment Affected by a Catastrophic Event

In the case of a catastrophic event, the teacher or the Head of Learning Area will make a professional judgement of the performance of the students affected by the event based on the assessment tasks already completed by the student and enter the awarded mark into Reporting to Parents.

14. English Language Competence

Where a student has NOT met the WACE English Language Competence requirement by gaining a C-grade in any English, Literature and/or English as an Additional Language/Dialect course unit, the school will allow the student to submit a selection of work samples to demonstrate their literacy. A panel, consisting of the Senior School Curriculum Deputy Principal, the Year 12 Year Leader and an English teacher, will evaluate the student work samples using the criteria and exemplars provided in the guide to WACE English Language Competence on the Curriculum Council website.
# APPLICATION FOR EXTENSION

<table>
<thead>
<tr>
<th>Name:</th>
<th>____________________________________________</th>
<th>Form: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Teacher:</td>
<td>____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Assessment Number/Title:</td>
<td>____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Due Date:</td>
<td>____________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

I wish to apply for an Extension for my child for not meeting a set deadline. He/she will be unable to meet the deadline because:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

**THIS FORM MUST BE COMPLETED PRIOR TO THE DUE DATE**

| Parent/caregiver signature: | ______________________________ |

**NOTE:**

1. This extension will only be granted when there is justifiable reason for missing the deadline.
2. Repeated requests for extensions will be subject to review, which may require a parent interview.

| Teacher signature: | ______________________________ |

Need review: Yes/No - refer to Year Leader   □
Dear Teacher

Please identify and refer students who require counselling. Refer all students you believe to be at risk of not achieving as they should/could and those at risk of failing.

Date: ______________________
Student: ___________________________________    Year: ____
Course: ___________________________________
Referred By: ___________________________________
Learning Area: ______________________________

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

ACTION ALREADY TAKEN:

☐ Varied teaching and learning strategies  ☐ Meeting about student with other staff
☐ Other  ☐ Parental contact (Please tick)
☐ Individual Education Plan (IEP)  ☐ Negotiated assessment deadlines

AREAS OF CONCERN

☐ Behaviour (lack of engagement in learning, not working to potential)
   Comments:
   ____________________________________________________

☐ Attendance
   Comments:
   ____________________________________________________

☐ Overdue Assignment
   Comments:
   ____________________________________________________

☐ Lack of ability in subject
   Comments:
   ____________________________________________________

Respect Responsibility & Tolerance
We have read and understand Narrogin Senior High School’s Assessment Policy. We agree to abide by this policy.

Student signature: ___________________________________

Student Name: ______________________________________

Parent/Caregiver signature: ____________________________

Parent /CaregiverName: ________________________________

Date: ______________________________________________

Return this slip to your Year leader