



Assessment and Reporting Procedures

SOURCES OF AUTHORITY

| | |
|---------------------|-------------------------------------|
| CECWA Policy | Education |
| Executive Directive | Curriculum Assessment and Reporting |

RATIONALE

Emmanuel Catholic College offers students a diverse and balanced curriculum, providing students with opportunities to achieve the outcomes of the eight Learning Areas in accordance with the Western Australian Curriculum and Assessment. Teachers use the Western Australian Curriculum, as outlined by the School Curriculum and Standards Authority (the Authority), to plan student learning programs, assess student progress and report to parents.

To provide evidence of student progress and achievement in each course, students complete several assessment tasks during the semester or year. Assessment tasks include tests, investigations and practical activities completed in-class, out-of-class research and production tasks, as well as examinations in Years 9-12.

Teachers use the evidence collected from all assessment tasks when assigning a grade at the completion of a unit of work, which is based on the Judging Standards and Grade descriptions provided by the Authority.

RESPONSIBILITIES

1.1. Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress. (A student who is absent from a class for more than 10% in a term is deemed to be 'at risk' of not achieving the best possible result; ie. five lessons for courses with five periods each week, four lessons for courses with four periods per week, etc)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each subject studied which contains all completed written assessment tasks. This file may be stored by the class teacher or by the student, depending on the individual subject requirements.

1.2. Parent responsibilities

It is the responsibility of parents to:

- Monitor upcoming assessment dates on SEQTA-Engage.
- Communicate directly with teacher of any missed assessment via email, advising of absence and awareness of assessment to be missed.
- Avoid taking their child(ren) out of school for extended periods of time.
- Contact Head of Year to discuss extended absences and notify the College Principal in writing well in advance of absence.
- Provide a medical certificate when student is absent for examinations.
- Support their child to complete assessment at appropriate Missed Assessment time.

1.3. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular subject
- provide students with access to a course outline and an assessment outline (see Section 1.4 for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

1.4. Information provided to students

In order to provide a clear understanding of assessment requirements and opportunities for academic success, students will be provided with the necessary course information at the beginning of each course of study undertaken.

Course information to Years 7-10 students:

- the Course Outline or Program
- an Assessment Outline for the course which includes the types of assessments and the approximate timing/due date of each assessment task

Course information to Years 11-12 students:

- the School's Curriculum and Standards Authority syllabus
- a course outline including content and the sequence in which it will be taught with approximate time allocations for each section.
- an Assessment Outline that includes:
 - the number of tasks to be assessed
 - the approximate timing of each assessment task
 - the weighting for each assessment task
 - a general description of each assessment task

This information will be available to students via SEQTA-Learn. Parents are encouraged to access these documents and discuss the due dates and assessment requirements with their child(ren) each term. While every endeavour will be made to adhere to the assessment dates included in the Assessment

Outline, there will be times when dates will need to be adjusted in response to unavoidable circumstances. In these cases, students will be advised of the change at least one week in advance of the assessment.

Note: students without internet access at home can request a hard copy of these documents from their teacher.

ASSESSMENT PROCEDURES

2.1. Assessing student achievement

Students complete several assessment tasks during the semester or year. Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement may be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. (See Section 5.2 for further information on students with a disability).

2.2. Examinations

School examinations are included in the assessment outline for

- Year 9 Semester 2 (Religious Education, English, Mathematics, Science and HaSS)
- Year 10-12 Semesters 1 and 2

The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and is included in the assessment outline. For subjects that are Year-long courses, End of Year examinations should examine content from the full year, although Semester 2 content may be more heavily weighted than Semester 1. Examinations for Semester-length courses should only examine content from that semester.

In Year 10, 11 & 12, a written examination will be held in all ATAR (or ATAR bound) courses at the end of Semester 1 and the end of Semester 2. Semester 1 and 2 exams may be of equal weighting, or Semester 2 examinations may have a heavier weighting than Semester 1. Please refer to the specific assessment outline for each course.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

| | SUBJECTS | WORKING TIME | READING TIME |
|--|---|--|---|
| Year 9 (Semester Two only) | Religious Education, English, Mathematics, Science , HaSS | 90 minutes | 5 minutes |
| Year 10 (Semester One) Year 10 (Semester Two) | ATAR bound courses | 90 minutes 120 minutes | 5 minutes 10 minutes |
| Year 11 & 12 | ATAR courses | 180 minutes | 10 minutes |
| | ATAR courses (with practical component) | 150 minutes | 10 minutes |
| | ATAR Mathematics • Section 1 • Section 2 | 150 minutes • 50 minutes • 100 minutes | 15 minutes • 5 minutes • 10 minutes |
| Year 10 (Semester One & Two) | General bound courses | 50 minutes | Nil |
| | General courses | 50 minutes | Nil |
| Year 12 (Semester One only) | General courses (EST) | 50 minutes | Nil |

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below, are available on SEQTA. These rules are based on those that are used by the Authority for ATAR course examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave until the conclusion of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).
- Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a medical certificate to the Deputy Principal responsible for that year group. The College will determine whether the reason is acceptable (see Section 3.6 for details).

If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the College, the student will receive a mark of zero.

3.1. Procedures for Missed Assessments

If a student knows in advance that he/she will be away on the day of an in-class assessment, then it is the student's responsibility to see the teacher concerned prior to the assessment task being given to the class, with a letter from their parent/guardian to request other arrangements.

If the reason for a missed assessment is deemed invalid, the student may be required to sit the missed assessment on their return, as negotiated with teacher, HOLA and Deputy Principal. In this

case, the mark recorded for the missed assessment may be one of the following:

- the actual mark achieved by the student for the assessment after it has been completed
- a blank score, as to not have any impact on a student's final aggregate
- a zero mark, depending on the reason for the absence

- In the case of a practical assessment, a teacher generated mark based on professional judgement from evidenced gathered during class

This decision will be made on a case by case basis, following consultation between the Head of Learning Area and Deputy Principal of the relevant year group.

Please note, that students missing school due to an invalid reason **will not be provided with additional work from their teacher**. Instead, students are advised to monitor SEQTA-Learn, the Class Notebook (OneNote) and arrange a buddy to collect handouts etc for them in class.

3.2. Missed Assessment Sessions

All students who miss an in-class assessment will be required to complete a Missed Assessment Session. Missed Assessment Sessions occur:

- Monday, Tuesday & Friday : 3.10pm – 4.00pm
- Wednesday and Thursday: 8.00am – 8.50am

The expectation is that the students will complete the missed assessment on the **first available assessment day after returning to the College**, unless negotiated otherwise with the subject teacher. It is the student's responsibility to ensure they complete the missed assessment or negotiate otherwise with the subject teacher either on or prior to the first day they return to the College. Teachers are not expected to locate the student.

Students who fail to complete the assessment as outlined above, and have not negotiated otherwise with the classroom teacher, will receive a mark of zero for the assessment. It is important to note that in the case a zero mark is recorded, the primary purpose for completing assessment tasks is to enable the student to receive feedback on their learning. Parents are therefore encouraged to ensure their child completes the task in order to receive the relevant feedback.

Appendix A provides guidelines to staff for implementing this section of the policy.

3.3. Procedures for Missed Practical Assessments

Students studying courses with Practical Assessment components (e.g. Science, Drama, Italian and Physical Education) and a valid reason for missing a practical assessment, will be required to make a time to complete the task as soon as they are able to do so. In the case of group assessments, alternative arrangements for assessment may be necessary and will need to be negotiated with the teacher and Head of Learning. Those students missing Practical assessments without a valid reason may receive either a blank, part credit or a zero mark, depending on the reason for the absence.

3.4. Completion of subjects (includes Late Submission of Assignments)

A grade (A, B, C, D or E) is assigned for subject completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher, it can either be submitted electronically to the teacher (student is to keep a record of the communication), or it can be submitted to the relevant Head of Learning Area/teacher-in-charge. Computer related problems before submission will not be a valid excuse for non-submission.

In relation to out of class assignments, teachers will articulate a due date and due time for the task (eg. Commencement of class that day). In the case where only a due date has been articulated, the due time will be assumed to be 4.00pm. In the case where a student is absent from school on the day an assignment is due, the assignment should still be submitted electronically to ensure the deadline is met.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 3.6 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 3.6 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task **without providing an acceptable reason**, the teacher will advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.

Where an out-of-class assessment task is submitted after the due time, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see Section 3.6 for details), the following penalties apply:

- 10% reduction in the mark (if submitted within one day late), **or**
- 20% reduction in the mark (if submitted within two days late), **or**
- 50% reduction in the mark (if submitted more than three days late).

Please note, a weekend will count as 2 days late.

For example, if the student achieved a mark of 20/30, when a 10% penalty is applied, the mark will become $(20-2)/30 = 18/30$.

It is important to note, that when dealing with a student in year 11 or 12, the mark is recorded as a "U" and not a zero, this indicates the assessment is unfinished. This can have possible implications for course completion requirements. Classroom Teachers must work with their HOLA and the Deputy Principal of Curriculum in this circumstance in line with SCSA requirements. The Classroom teacher, HOLA and Deputy Principal of Curriculum will work together to ensure that this assessment is completed.

Where an in-class assessment task is not completed at all, and the student **does not** provide a reason which is acceptable to the College (see Section 3.6 for details), the student will receive a mark of zero.

It is important to note that in the case a reduced or zero mark is recorded, the primary purpose for completing assessment tasks is to enable the student to receive feedback on their learning. Students will therefore be required to attend lunch or after school sessions to ensure the task is complete.

3.5. Extensions

Extensions will only be granted under extenuating circumstances. A student who requires an extension must see the subject/course teacher at least 1 day prior to the due date of the assessment task with a letter from their parent/guardian outlining a genuine reason why they need an extension. The length of the extension is to be negotiated between the teacher and the student.

If a student does not seek or receive an extension, then the following consequences will apply as per 3.1 and 3.4 of the Assessment Policy.

3.6. Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- Principal approved leave
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an
- out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- contact the College before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- complete the assessment in a Missed Assessment session (See section 3.2)
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, medical/dental appointments (NB. Consideration will be given to specialist appointments that cannot be re-scheduled), preparation for College social functions).

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with the Head of Year. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

In fairness to all students who complete the assessment on the intended date and to allow timely feedback to these students, teachers will implement a response which maintains the validity and reliability of the assessment task for the student cohort.

4.1. Cheating, collusion and plagiarism

'Academic integrity describes thoughts and actions which demonstrate respect and honesty toward your fellow learners and scholars.' Western Sydney University, 2018

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

Collusion and the passing on of information regarding the content of assessments between students is likely to skew the results of both those students who have gained information regarding the assessment and those who have not. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

Students who take unauthorised notes or other materials into an in-class assessment or examination, or who communicate with each other during the assessment, may be deemed to be cheating to gain an unfair advantage. For this reason, students may be asked to place all unnecessary materials out of reach and must not communicate with other students in any manner during assessments.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will communicate the details, including evidence, to the relevant Head of Learning Area responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, beyond reasonable doubt, one of the following penalties will apply:

- a mark of zero for the whole assessment task, or
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

Students who allow other students to copy their work will also be penalised. Depending on the nature of the plagiarism, students may be penalised by up to 50% of their total marks.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

4.2. Security of assessment tasks

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College uses the same assessment task or examination as other schools, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

4.3. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, teachers will assist in establishing an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products).

In Years 11 & 12, all assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Where assessment files are stored by the classroom teacher, students will have access to the file for revision purposes during class time and for home study in the fortnight prior to examination periods. Students are required to return the file to the teacher at the conclusion of the examination period. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

The College will not use the materials for any other purposes without the written permission of the student.

5.1. Modification of the assessment outline

If circumstances change during the teaching of a subject, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

Where a disability, special education needs, or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified, and the student and parent/guardian will be notified.

Where medical conditions or Principal approved absence has resulted in the inability of a student to complete one or more assessment tasks, the College may alter the Assessment outline, in line with the regulations outlined in the Authority's WACE manual. The student and parent/guardian will be notified.

5.2. Students with a disability OR Students with special learning needs

Students with a diagnosed condition, where their disability, impairment or medical condition (including diagnosed mental health) will significantly affect their access to a particular assessment task, have written, oral and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the course. These adjustments will be outlined in the student's IEP/PLP which will be available in the SIP panel on SEQTA, and will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, alternative arrangements, additional time or rest time to complete the task.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

6.1. Transfer between courses

If a student commences a subject late, they may be at risk of being disadvantaged compared to others in the class. A request to transfer between courses in Years 11 and 12, or elective subjects in Years 8, 9 and 10, is made through the Deputy Principal of the relevant year. Consultation will be held with the student and the parent/guardian to discuss the benefits and detriments of the change.

The deadline for student transfers are as follows:

- in Years 8, 9 and 10, elective changes may only occur within the **first week of the course**.
- in Years 11 and 12 is **Friday of Week 7 in Term 1** for WACE courses and **Friday of Week 2 in Term 1** for VET courses. Students may not move into an ATAR course after the commencement of the school year unless the student already has significant background knowledge/understanding from current or prior study of a related course

A student transferring by the due date will be withdrawn from the original subject and no grade will be assigned. The student will then be enrolled in the subject into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course.

In Year 11, students may also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1. The final date where students may request a change is the conclusion of week 7 of Term 2.

Year 11 students studying a Foundation course will be required to transfer to a General and course for Semester 2, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

6.2. Transfer from another school

It is the responsibility of any student who transfers to Emmanuel Catholic College to provide the College with evidence of all completed assessment tasks from the previous school. This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade for each course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2. Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

7.1. Reporting student achievement

The College reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a rating of set attributes describing organisation, behaviour, homework completion and effort
- a grade¹
- the percentage mark in the school-based examination (if applicable)
- the percentage mark¹ (calculated from the weighted total mark).
- A state grade¹ for applicable courses in Years 8-10 based on the Authority's Grade descriptors

¹ The Semester 1 mark and grade are interim as they are not finalised until the subject is completed at the end of the year.

At the end of the Year 12, students will be provided with a Statement of Results, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the Statement of Results.

All final grades in Years 11 and 12 are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

7.2 Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Head of Learning Area responsible for the course. In the event that the matter is still not resolved, the parent/guardian should make contact with the Deputy Principal associated with the relevant year group.

7.3 Reviewing marks and grades – Year 11 and 12

In the event that the process outlined in Section 7.2 does not resolve the concern, the Years 11 or 12 student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the College's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form which is available from the Deputy Principal or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

APPENDIX A

Procedures for Students who are Absent from written in-class assessment tasks

1. While students are completing the assessment, place "Missed Assessment" a notification on SEQTA using the appropriate template, adjusting where appropriate
2. Ensure to also send to parents.
3. Copy and paste the text of the Notification and send to the student as a direct message.
4. It is the parent/student responsibility to contact you if the child is absent for an extended period, or cannot sit the paper on the first day they return. If the parent offers a valid reason for not being able to complete the catch-up, please negotiate a suitable catch up time. Consult with your HOLA if you are unsure.

Acceptable reasons include, but are not limited to (See Assessment Policy Section 3.6 for full details)

- student will still be absent from school,
 - multiple catch-up assessments already scheduled,
 - significant reason for parents not being able to get child to school early/pick up late,
 - students scheduled employment,
 - valid reasons do not generally include sports training or rehearsals.
5. Prepare the catch-up assessment:
 - Complete the catch-up assessment cover page and attach to the front of the paper. In the case special arrangements need to be made (eg scribe), please liaise with Head of Learning Excellence.
 - Place the assessment in the correct folder located in Administration and add the student's details to the sign in sheet.
 - Retrieve the completed assessment from the completed file the day after the assessment was completed.

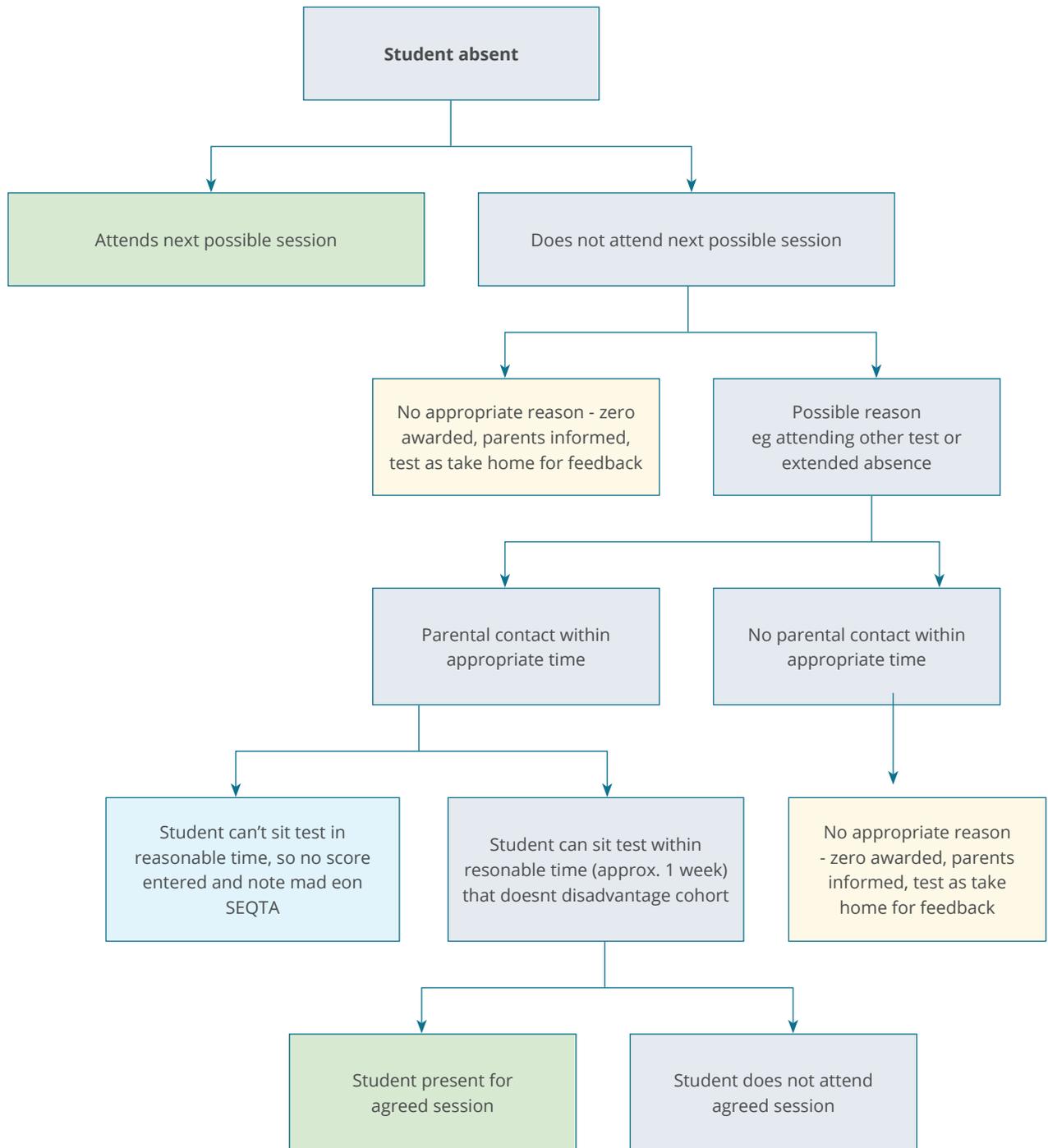
Any queries regarding catch-up assessments please speak with your HOLA. Any concern will be determined by the Deputy Principal Curriculum in consultation with the relevant HOLA.

Students who fail to attend their scheduled catch-up assessment without the parent contacting the classroom teacher, will receive a mark of zero for the assessment. In this case, teachers should make phone contact with the parent and follow up with written notification.

Students are still required to complete the assessment for feedback purposes. If, after discussion with parent, they do not, teacher escalates to HOLA. HOLA to phone the parent. Policy states that a student must do the assessment, and feedback still provided to student. Need to advise student that the process is to help them learn, and not for punishment purposes. If not compliant, elevate to Deputy Principal of relevant year group.

Students who have missed a practical in-class assessment will negotiate a fair solution, where possible, with the class teacher in accordance with SCSA policies.

Students must arrive to the catch-up session on time. Students who arrive within 10 minutes of the start time, may sit the assessment, in the reduced amount of time remaining. Students arriving after 10 minutes of the start, are deemed to be absent from the catch-up assessment.



APPENDIX B

Templates for SEQTA:

MISSED IN-CLASS ASSESSMENT:

CATCH-UP ASSESSMENT REQUIRED.

Your child was not present for an in-class assessment and is therefore required to attend a Missed Assessment session on the first available assessment day after returning to the College. It is the student's responsibility to ensure they complete the missed assessment or negotiate otherwise with the subject teacher. Teachers are not expected to locate the student. Missed Assessment Sessions occur in room Tech 2 on Mondays & Tuesdays 3.10pm, and Wednesdays, Thursdays & Fridays 8.00am. If your child is absent for an extended period, please contact the class teacher to negotiate an alternative arrangement. Students who do not complete the assessment as outlined above, and arrangements have not been negotiated otherwise with the classroom teacher, will receive a mark of zero for the assessment. Could you please discuss this missed assessment with your child so they are aware of the expectations.

OVERDUE ASSIGNMENT.

Your child has not submitted an assignment by the required due date. If there is suitable explanation for this non-submission, please contact me at your earliest convenience to discuss. The following penalties apply for late assignments without an acceptable reason. 10% reduction for up to one day late. 20% reduction for up to two days late. 50% reduction if submitted more than 2 days late. Mark of zero if not submitted. The full Assessment Policy is available for your reference via SEQTA (section 3.4). We appreciate your support in speaking with your child regarding this assignment. Please do not hesitate to contact me should you wish to discuss the matter further.



Missed Assessment Cover Sheet

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|---|-----------------------------------|---|
| Learning Area: | Subject: | Teacher: |
| Assessment Title: | Date of Missed Assessment: | Time permitted: Mins |
| Student Names: | | Year Group: |
| Equipment/Resources Required: <input type="checkbox"/> Scientific Calculator <input type="checkbox"/> Graphics Calculator <input type="checkbox"/> Notes <input type="checkbox"/> Other: | Special Instructions: | |
| To be completed by the student in the Missed Assessment Session: | | |
| Session Attended (Please Circle) | | |
| Monday 3.10pm - 4.00pm | Tuesday 3.10pm - 4.00pm | |
| Wednesday 8.00am - 8.50am | Thursday 8.00am - 8.50am | Friday 8.00am - 8.50am |
| Date assessment completed: | | |
| Supervisor's Signature: | | |

SOURCES OF AUTHORITY

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|----------------|-----------------|-------------|--------------|
| Authorised by | Leo Di Gregorio | Date | 30 July 2021 |
| Effective Date | 30 July 2021 | Next Review | 2023 |