

1. Rationale

This policy is provided to all senior secondary students at Mazenod College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the WACE Manual.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the College. The VET qualifications are delivered and assessed in partnership with Australian Institution of Education and Training (AIET), a registered training organisation (RTO).

2. Principles

2.1. The principles of assessment are aligned with the SCSA Assessment Principles and Practice:

- assessment should be an integral part of Teaching and Learning
- assessment should be educative
- assessment should be fair
- assessments should be designed to meet their specific purposes
- assessment should lead to informative reporting
- assessment should lead to school-wide evaluation processes.

2.2. The College Assessment Policy will align with external moderation procedures, including those of SCSA and Registered Training Organisations. Schools are required to participate in formal SCSA moderation processes which aim to establish comparability in grades across schools.

2.3. Assessment is a key component of grading. The Students need to recognise that grades allocated by the school may be subject to change as a result of these processes. Students will be informed as soon as is practicable if such changes were to be made. All results are therefore provisional only.

3. Procedures

3.1. Student Responsibility

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 five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- 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 pair of units studied which contains all completed written assessment tasks. In some courses, this assessment file may be stored in class but may be taken home by students to support revision.

3.2. Teacher Responsibility

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline
- 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.

3.3. Parent/Carer Responsibility

As the first educators of our students, parents and carers will support student assessment of learning through the following:

- Supporting the College in developing student resilience by maintaining student accountability for their submission and completion of assessment tasks.
- Talking to their sons about their learning in a way that promotes a growth mindset.
- Informing the College when their son is absent on the day of an assessment.

3.4. Information provided to students

Before teaching starts, the teacher will provide access to the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units that shows:
 - all the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - the assessment type, as prescribed in the syllabus
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

3.5. Assessing student achievement

- At Mazenod College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Sections 5 and 6 for details).
- 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). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.
- Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will 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 11 for further information on students with a disability).

3.6. Late Submission and Absence from Assessments

- If a student is unable to be at school on the day of an assessment task, or on the day an assessment task is due to be handed in, parental contact must be made on that day with the school justifying the absence. In the case of illness, a doctor's certificate may be required for verification. If a student misses an assessment or submits it late, the subject teacher in consultation with the Head of Learning Area will decide whether the reason given is sufficient to warrant exemption from penalty.
- Where a student does miss an assessment task due to justifiable reason, the student will normally complete the task as soon as practicable upon his return to school. This may be in the student's own time. If doubt arises as to the validity of the task, the teacher in consultation with the Head of Learning Area may arrange an alternative task.
- Where the reason is deemed insufficient to warrant exemption from penalty:
 - in the case of Out of Class Late Assessment:
 - parental contact made by teacher and recorded on SEQTA
 - 10% of the available marks penalty per school day
 - detention to complete the task.
 - in the Case of In-class Assessment:
 - parental contact made by teacher and recorded on SEQTA
 - 10% penalty
 - student to complete assessment at a time set in conjunction with the Head of Learning Areas.
 - in the case of VET Certificate Courses:
 - parental contact made by teacher and recorded on SEQTA
 - detention to complete the task.
- Allowances will not be made for students who miss assessments as a result of organised holidays during school time.

4. Procedures (Senior School)

4.1. Retention of Assessments

- Year 11 and 12 students must keep copies of all assessments completed until February of the following year. SCSA moderators can verify results awarded by the teacher. Failure to do so may result in adjustment of final results.

4.2. Course Completion

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit, where a single Year 11 unit is studied), or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units. The education program refers to classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities, such as group discussion, team investigations, field trips and other similar processes.

4.3. Students Transferring Subjects

- Students wishing to make changes to their course of study must consult with the Senior School Academic Advisor who will discuss the change with the teachers concerned. Students must not change classes until parental permission is granted and approval given by the Senior School Academic Advisor.

Learn what you are in the eyes of God.

- Students who enter a course late will be required to complete the objectives for the whole course. The Head of Learning Area, in conjunction with the Teacher, will decide what assessment tasks will need to be completed. Where students can provide scripts of assessment in the course from a previous school, the Head of Learning Area will consider whether these results can be used as part of the assessment for the course.

4.4. Modification of the Assessment Outline

- If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended 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 provided to the student and parent/guardian.

4.5. Special Provisions for Exam Candidates

- Mazenod College provides specific concessions for students with physical disabilities or diagnosed learning difficulties to demonstrate their achievement of specific subject outcomes or objectives. The provision of concessions is consistent with SCSA guidelines.
- Other concessions are provided for other learning difficulties/disabilities and are determined in consultation with the student, their parents and SCSA on the basis of a full psycho-educational and/or medical assessment.
- For a full list of the types of disabilities that are considered and the arrangements that might be granted, visit the SCSA website at www.scsa.wa.edu.au or make an appointment to see the School Psychologist for Senior School.

4.6. Assessment of Students with Disability or Injury

- Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/Coordinator responsible for the course. These adjustments 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, or additional 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.
- If a student is unable to complete an assessment because of an injury, the teacher will advise of an alternative time or procedure so no penalty occurs.
- Where a long-term injury or disability prevents a student from participating in the normal learning process, the teacher in consultation with the Head of Learning Area will advise the student of the possibility of not being able to complete all course objectives and hence the risk of not completing the course. Where possible, the teacher, in consultation with the Head of Learning Area, may accommodate such students by alternative procedures within the scope and spirit of the assessment structures of the course.

4.7. Appeals

A student not convinced that this policy has been fairly applied in his case, may, after discussion with his subject teacher, appeal to the Head of Learning Area in the first instance and then to the Deputy Principal (Teaching & Learning). The appeal must be made in writing.

5. Related Documents

Schools Curriculum and Standards Authority: WACE Manual

Schools Curriculum and Standards Authority: Assessment Principles and Practice

6. Review History

Year	Reviewed by:	Amendments / Review
2010	CLT	Policy released
2017	CLT	Review
2018	CLT	Reformatting
2021	CLT/ALT	Whole school Assessment Policy redeveloped as Y7-10 and Y11-12 separately. Senior School based on model policy from SCSA.