



OCEAN REEF
SENIOR HIGH SCHOOL

Senior Secondary School Assessment Policy



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1. Introduction

This policy is for Senior Secondary Students in Years 11 and 12 at Ocean Reef Senior High School and is based on the Department of Education, School Curriculum and Standards Authority (the Authority) requirements for the **Western Australian Certificate of Education (the WACE)**.

The **WACE** is awarded by the Authority to students in Western Australia on successful completion of their senior secondary education. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study in Year 11 and 12 to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime. Achievement of the WACE signifies that the student has successfully met the breadth and depth standard, the achievement standard, and literacy and numeracy competence requirements in their senior years of secondary schooling.

The Authority issues to all Year 12 students at the completion of their secondary schooling the **Western Australian Statement of Student Achievement (WASSA)**. The WASSA provides a formal record of what students leaving school at the end of Year 12 have achieved as a result of their senior school education in Western Australia.

Year 11 and 12 students are enrolled in a combination of Australian Tertiary Admission Rank (ATAR), General, Foundation and Preliminary Courses. Some students are also gaining credit towards achievement of the WACE by undertaking Vocational Education and Training (VET) qualifications and/or one or more of the Endorsed Programs. Each WACE unit is nominally 55 hours contact time per semester, however for some VET courses the unit time is dependent on the qualification and may require more than 55 hours per semester.

For WACE courses:

- Units 1 and 2 are typically studied in Year 11 (E) and reported to the Authority as a pair over the year, but where a single unit is studied it is reported separately.
- Units 3 and 4 are typically studied in Year 12 (T) and must be studied and reported to the Authority as a pair.

The reporting process communicates the outcomes of assessments to families and students. The School will issue to Year 12 students who complete the assessment and learning program a Statement of Achievement/Results, listing the school mark and grade for each pair of units, Certificates and Units of Competency completed and Endorsed Programs completed. These are the results that will be submitted to the Authority, all final grades are subject to approval by the Authority at the end of the year.

Connect is an integrated online environment developed by the Department of Education WA for staff, students and families in public schools. When families log into Connect via the school's website they will be able to see information specific to their children which may include:



- Assessment Outline information drawn from Reporting to Parents (RTP);
- Assessment due dates;
- Assessments and evidence of achievement for their own child;
- Published progress and/or semester reports to families.

Teaching staff plan for how they will reflect on and evaluate their teaching practices to ensure:

- **Validity:** assessment tasks are clearly linked to the current syllabus and the assessment specifications of the subject/course/unit.
- **Reliability:** assessment tasks provide consistent and accurate assessment information for the target population.
- **Discrimination:** assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

2. Monitoring WACE Progress

Achievement of a WACE signifies that the student has successfully met the breadth and depth requirement, the achievement standard requirement and the literacy and numeracy standard requirement during Years 10 to 12.



All students can achieve high standards; the School's high expectations, early and ongoing interventions support student progress and achievement. Through monitoring assessment data, teacher feedback and reporting, ATAR predictors, OLN results and WACE tracking, the School fully informs all parties of the student's academic progress towards meeting the requirements of the WACE. *Refer to Appendix A Monitoring WACE Progress.*

Breadth and depth

Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least: (Explanatory notes 1, 2, 3, 4, 5)

- a minimum of 10 Year 12 units, or the equivalent;
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course;
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units. (Explanatory notes 5 and 6);

Literacy and numeracy standard

- Demonstration of the minimum standard of literacy and numeracy. (Explanatory notes 7 and 8)

Explanatory notes relating to WACE requirements:

1. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs. The achievement standard can be met through ATAR, General, VET industry specific and Foundation courses.
2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs. The student may choose to study VET qualifications and/or endorsed programs and may substitute using only VET qualifications (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).
3. Students are able to substitute the minimum number of course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher and/or endorsed programs.
4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once. (Note: students who complete ATAR Units 3 and 4 as part of an accelerated program and sit the examination cannot repeat these units until after they leave school at the completion of Year 12).
5. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for not sitting the examination in that course, the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.
6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
7. The literacy and numeracy standard can be demonstrated either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or higher in the associated components of reading, writing or



numeracy in the Year 9 NAPLAN tests. Students undertaking the OLN will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

8. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. (Note: the WACE requirements may change over time the students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.)

3. The School Curriculum and Standards Authority assessment and reporting requirements

- provide individual students with feedback on their learning;
- use student achievement information to inform planning for future learning programs;
- make judgments of student achievement in relation to expected standards;
- administer prescribed national, state and system assessments to students and distribute the associated reports to families; and
- communicate with families about student achievement and progress.

Students with special educational needs may require modifications/adjustments to their learning programs and assessments to access the curriculum equitably. The School will ensure students with special educational needs complete assessment tasks under appropriate conditions, guided by:

The *Guidelines for disability adjustment for timed assessments* on the Authority website at <http://senior-secondary.scsa.wa.edu.au/assessment/disabilityadjustment-guidelines>.

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 pair of units and/or Certificate Course
- outline program details and completion requirements for Authority developed Endorsed Programs with assistance from the VET/WPL Coordinator
- utilise the standardized Assessment Outline – PDF generated from Reporting to Parents, template for each course
- provide a minimum of one opportunities for students to demonstrate the achievement standard against each assessment type
- provide students with access to the current syllabus, a course outline and an assessment outline via CONNECT
- design school based assessment tasks for the course syllabus that meet the needs of the students
- ensure all assessment tasks are fair, valid and reliable
- provide students with appropriate time and resources to complete the task
- provide students with timely assessment feedback and guidance for future assessment tasks
- maintain accurate records of student achievement in Reporting to Parents
- use information, including COMPASS Chronicle entries and ABE data in Reporting to Parents, to monitor whole-school plans for positive student behaviour
- meet school and external timelines for assessment and reporting
- inform students and families of substandard academic progress and achievement via COMPASS Chronicle/email or phone call
- send a Progress Report to families at the end of Semester One and Semester Two
- send a Task Report with detailed formative feedback comments to families in Term Two, Three and Four
- inform students and families if the student does not complete or submit an assessment task or Unit of Competency and is at risk of receiving a grade lower than expected or an incomplete Certificate
- utilise Student Profile information gathered by the Student Services team and Learning Support Coordinator for any students with special educational needs, are provided assistance to complete the assessment, or provide alternative opportunities to demonstrate acquired knowledge, skills and understanding



- retain responsibility for managing programs, reporting achievements to the Authority and maintain records of learning for all students when working in partnership with other providers (i.e., Registered Training Organisations), assisted by the VET/WPL Coordinator
- collect and provide student data to the Authority and other appropriate authorities in the required timeframe and format for State and National reporting purposes

Teachers provide marking keys with diagnostic feedback to:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis for feedback to students
- enable the fair and valid ranking of student achievement/performance.

A marking key for each assessment task, other than the Year 12 Externally Set Task (EST), is developed to make clear and explicit the criteria used to award marks. The format of an analytic marking key will vary according to the course and assessment type, but typically has the following features:

- it identifies 'the best' performance that students may demonstrate on the task
- it determines the number of performance criteria that will be assessed in the task, portfolio, performance or production
- it determines the number and nature of categories between 'the best' performance and 'the weakest' performance on each criterion
- it is usually developed by the teacher/s at the same time as the task is being developed. It is based on a model (ideal/best) answer and should be modified to accommodate unexpected student responses
- *procedures are applied to ensure fairness where modifications are made to the marking key during marking*
 - o *Note: Certificate Courses do not access marking keys*

Student responsibilities

Students are required to:

- attempt all in-class assessment tasks on the scheduled date to the best of their ability
- ensure all pre-course specific requirements are met, i.e. *Work Readiness* and/or *Occupational Safety and Health* inductions
- submit all out-of-class assessment tasks on or before the due date
- complete the learning and education program of each course unit and/or certificate qualification
- Provide medical evidence when absence or sickness/misadventure prevents student ability to attempt in-class assessment tasks on the scheduled date or submit out-of-class assessment task on the due date.

It is the responsibility of the student and their family to:

- maintain an assessment file for each pair of WACE units studied which contains all completed written assessment tasks and to make this file available whenever required by the school
- maintain progress in Certificate Courses toward Unit of Competency
- maintain a good record of attendance, conduct and progress, e.g. the student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not completing the learning and assessment program needed to achieve the WACE
- abide correct Occupational, Safety and Health practices
- initiate contact with teachers concerning planned and unplanned absence for in-class and out-of-class assessment tasks, and provide evidence on the day they return to school

4. Transfer from another school

It is the responsibility of the student who transfers into a class from the same course at another school, to provide the School with evidence of all completed assessment tasks. The Associate Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught,
- the assessment tasks which have been completed,
- the marks awarded for these tasks.



- confirm allocation of 'bulk credit' regarding previous course achievement

The HOLA responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale.
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will provide an adjusted assessment outline detailing the work to be completed. The plan and/or assessment outline will be discussed with the parent/guardian and provided to the student.

Students transferring from another school are to ensure all pre-course specific requirements are met, i.e.

Work Readiness and/or *Occupational Safety and Health* inductions before participating in certain activities and/or using certain equipment.

5. Transfer between courses

The school deadlines for course changes/transfers for Year 11 or Year 12 (ATAR/General/Certs) is supported by the date advertised by the Authority *Activities Schedule*, as all courses are assessed as a pair of units.

Students enrolled in a Year 12 course are unable to transfer into another course after the final date for transfer provided in the current Authority *Activities Schedule*. The School will initiate conversations with students and families, as appropriate, to support students to achieve WACE.

Where a student transfers early in the program, the student is withdrawn from the original pair of units (or unit, where a single Year 11 unit is studied), and no grade is assigned. The student is then enrolled in the pair of units, or unit, into which they are transferring.

When this occurs, the School can:

- provide the student with extra work to cover the content of the education program that they have missed, and have the student complete any missed assessment tasks, or
- have the student complete similar tasks (where marked tasks have been returned to other students), or
- remove the missed task/s from the assessment outline for this student and adjust the weightings of other tasks of the same assessment type accordingly, to ensure that the assessment requirements of the syllabus are met.

In some situations, marks for an assessment task completed in the original pair of units (or unit, where a single Year 11 unit is studied) may be included in the student's assessment program for the pair of units (or unit, where a single Year 11 unit is studied) into which the student is transferring. However, the student's marks will typically need to be adjusted to be on the same scale as the marks of the other students in the pair of units (or unit, where a single Year 11 unit is studied).

In Year 11, students can transfer/change courses at the end of Unit1/Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from the Authority.

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Associate Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

The later a student transfers from one pair of units (or unit, where a single Year 11 unit is studied) to another, the less likely the student will be able to complete the education and assessment programs without significant extra work outside class and the completion of additional assessment tasks.



When processing requests from students for late transfer, ie after Semester 1, the School will determine:

- if there are exceptional circumstances that require a late transfer;
- how the student will complete the education program, eg during school holidays;
- how the student will complete the assessment program (or how the assessment program will be modified for this student, but still meet the syllabus requirements and allow the student to be ranked with the other students enrolled in the unit);
- the demands that the transfer will place on the teacher of the class into which the student is transferring.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

6. Information provided to students and their families

Before teaching begins the teacher will create a 'class' via the School's Connect website, for each course and in the 'Library' section include the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions,
- a course outline for the pair of units (or unit or semester) that shows:
 - 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
- a standardized assessment outline from Reporting to Parents for the pair of units ATAR/General that includes:
 - the number of tasks to be assessed
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.
- an assessment outline for the VET Qualification/Certificate:
 - the total number of Units of Competence (OUC) requirement to achieve the qualification
 - the UOCs to be assessed in the year
 - the approximate timing of each UOC (i.e., the term and week in which each UOC is planned or the start week and submissions week for each out-of-class extended task)
 - a general description of each assessment task
 - an indication of the content covered by each assessment task
 - indicate which UOCs cannot be rescheduled in the current year due to specialist facilitator or provider, equipment, venue, resourcing and timing.

Note: Students without home internet access can request the teacher provide a hard copy of the course documents.

7. Standardised Assessment Outline and modification of the Assessment Outline

Each Learning Areas is to utilise a standardised Assessment Outline generated from Reporting to Parents in PDF form.

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 notified, and the modified assessment outline will be updated in RTP and placed in the Connect course 'Library' folder.

Where a disability, special educational needs or cultural beliefs have resulted in the inability of the student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and family. A student with special educational needs, who has a modified assessment program, must be assessed



against the specific standard for the course. If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's families will be advised of this, and its implications.

8. Assessing student achievement

ATAR and General Courses

In each pair of units, the assessment tasks are planned to occur over the year including end of semester exams in ATAR courses, the Externally Set Task for Year 12 General courses and the Internally Set Task for Year 11 General and Foundation courses.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades. 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 assessment 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.

Some students may not be able to complete the assessment program because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning difficulty. Where the 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 (HOLA) responsible for the course.

All assessment tasks will be securely stored and undertaken in a manner that does not advantage/disadvantage a particular group of students. To effectively ensure this security, teaching staff will:

- Ensure that there is common timing for an assessment task undertaken by different classes.
- Collect and retain assessment tasks and all student responses to the task until all of the classes or schools have administered the task.
- Modify tasks before re-using them in the future.
- Not inform students of the source of any assessment task which is set externally and/or published.

Certificate Courses

Assessment Outlines will clearly indicate when Units of Competency are due or tested. Students may resubmit in a timeframe specified by the delivery teacher. VET courses are competency based, therefore students may attempt assessment tasks to demonstrate a competency more than once. Teachers follow the assessment processes of both the Australian Qualifications Framework and the Registered Training Organisation validating the qualification.

If the student does not complete an assessment item aligned to a unit of competency without providing an acceptable reason, the teacher will contact the student's family to discuss the possible impact on the student's ability to meet the qualification requirements. Practical assessments cannot always be rescheduled due to specialist facility and provider availability, resourcing and timing. It is essential that students are available to complete these assessments on the dates provided.

Students must provide evidence to demonstrate the competency standard of every unit of competency in their qualification. If the student is unsuccessful, they will be deemed not competent in that unit and will be awarded a partial qualification. A Statement of Attainment will be issued by the Registered Training Organisation.



9. Speaking and listening assessments

In the case of a Speaking and Listening assessment, the following guidelines apply.

- There is no “opt out” option when the assessment type is required by the syllabus.
- Students with a significant injury, illness or disability and/or specific learning disability which will impact their performance in a Speaking and Listening task may be assessed in an alternative environment with additional time.
- The alternative environment will be designed to assess the same aspects as the standard Speaking and Listening task.

Alternative arrangements will apply to students with a disability, impairment or medical condition supported by a diagnosis from a relevant specialised medical professional that effectively states the student’s disability diminishes test accessibility which may affect Speaking and Listening tasks i.e. Autism Spectrum Disorder, Panic attacks, Psychological/ clinical anxiety, Stammer/stutter, Tourette Syndrome.

The adjustments will be consistent with those described in the Authority’s *Guidelines for Disability Adjustments*:

- Students who provide medical evidence will be permitted to undertake the Speaking and Listening assessment in an alternative environment with no penalty of marks.
- Students with evidence of the diagnosis will be expected to report to the designated location, time and date specified by the classroom teacher.

10. Assessing students with special educational needs

The School will ensure that students with special educational needs complete assessment tasks under appropriate conditions as per The *Guidelines for disability adjustment for timed assessments*.

The School recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks. The type of support will vary according to the particular needs of the student and the nature of the task. Student Services and the Learning Support Coordinator will provide clarity on what the type of support that the student requires based on SCSA special exam conditions

- Students who have special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement will be applied in the same way as for all students enrolled in the pair of units (or unit, where a single Year 11 unit is studied). Students with special educational needs will be assessed on what they know and can do, and not on what they might do, if they did not have their disability and/or specific learning disability. The student with special educational needs, who has a modified assessment program, must be assessed against the specific standard for the course.
- If it is considered likely that the student with special educational needs may not be able to complete all the content or assessment tasks for a unit, the student and the student’s family will be advised of this, and its implications.
- The School will implement special arrangements where the student with disability cannot complete an assessment task (written or practical) under the standard conditions, consistent with the Authority’s guidelines.
- The School’s policy for non-completion/submission of assessment task is followed where a student, because of the nature of their disability, is frequently absent from school.
- Special arrangements are available for written and practical examinations. Students with a diagnosed disability who cannot demonstrate achievement under standard examination conditions is able to apply for special arrangements to be made for them.



11. Assessment task non-completion or non-submission

Assessment tasks that are not completed or submitted by the due date require an approved explanation and evidence otherwise a mark of zero (0) will be allocated for the assessment. Events such as sitting a driver's licence test, preparation for the school ball or family holidays will not be approved by the school.

Where a catastrophic event such as a pandemic affects the delivery of a teaching program, the completion or submission of one or more assessment tasks and/or the completion of the course examination, students will be advised of the adjustments to the assessment requirements and/or the assessment outline.

A mark of zero (0) for an assessment will be waived if the student provides sickness or misadventure evidence which is approved by the school. For example:

- where sickness, injury or significant personal circumstances prevents the student attending on the day an in-class assessment task is scheduled.
- where sickness, injury or significant personal circumstances affects a student's ability to complete all or part of an out-of-class assessment by the scheduled due date.
- where sickness, injury or significant personal circumstances prevent the student from attending a significant part of an in-class extended response.

If a student is unable to complete or submit an assessment, the parent or guardian will:

- contact the school and provide a reason for the absence before 9.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment; and
- provide the sickness or misadventure evidence on the day the student returns to school.

When the reason for an absence and associated evidence is approved by the Principal, there will be no penalty applied to an assessment during the period of absence. The absence will be recorded as an authorised absence. In these situations, the teacher, in consultation with their Head of Learning Area (HOLA) and/or Associate Principal, may choose to:

- reschedule the assessment to provide an opportunity for the student to complete the task **or**
- provide an alternative assessment task(s) that conforms with the assessment requirements of the course (e.g. modify the task(s) but maintain the same standard) **or**
- exclude the missed task(s) and adjust the weightings of other tasks of the same assessment type accordingly to ensure the assessment requirements of the syllabus are met.
 - Please note: if a student is excluded from an assessment that results in an "assessment type" not being completed for that course, the student will be provided with an opportunity to sit an alternative assessment of that type so they can meet the School Curriculum and Standards Authority's (SCSA) requirements of demonstrating satisfactory performance against the judging standards and be allocated a grade.
- assign a portion of the assessment to the student to complete.

When the reason for an absence and associated evidence is not approved by the Principal, teachers are not required to provide course work or out-of-class assessment tasks to the student. The absence will be recorded as an unauthorised absence. However:

- if an out-of-class assessment task is submitted on the student's return after the due date, feedback will be provided by the teacher. However, the assessment may be recorded as a mark of zero (0).
- if an in-class assessment task or test is missed, the student may **not** have an opportunity to complete the task or test at a later date and therefore the assessment will be allocated a mark of zero (0).
 - If a student is absent for an assessment resulting in an "assessment type" not being completed, they may not be provided with an opportunity to sit the assessment type and will therefore not meet the SCSA requirements of demonstrating satisfactory performance against the judging standards and may not be allocated a grade.
 - If they are provided an opportunity to sit the assessment type, they may receive a mark of 0 for the assessment task, but still meet the SCSA requirement of demonstrating satisfactory performance against the judging standards, resulting in a grade for the course.



- The teacher, in consultation with their HOLA, may choose to assign marks for portions of the assessment completed (e.g. draft materials, progress on a product).

Students who are frequently absent due to medical reasons may require special considerations put in place by the school. In such cases, involving families and appropriate school support services as soon as possible, may ensure students have the opportunity to complete the requirements of an appropriate educational program, including assessment tasks. The school will decide what arrangements will be made with respect to assessments in this situation. Through planning for students with chronic or frequent illness, it may be agreed that:

- the range of curriculum that the student is attempting be reduced;
- if eligible, the student is supported by the School of Special Educational Needs: Medical and Mental Health (SSEN:MMH) with the student's teachers providing support in the form of prepared work and assessment of completed assessment tasks; or
- the student will transfer his or her enrolment to the School of Isolated and Distance Education (SIDE) if they meet enrolment requirements.

12. School examinations and ISTs/ESTs

ATAR Course Examinations

ATAR unit and course examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and can be determined from the assessment outline.

- The School bases this part of the Senior Secondary Assessment Policy on the Authority's rules, procedures and penalties used for the conduct of ATAR course examinations.
- The Authority provides examination information in a Year 12 Information Handbook available from the website <https://www.scsa.wa.edu.au/publications>
- The School examination rules are issued with the exam timetable and available on the School's Connect website.
- A written examination is held in all ATAR courses at the end of Semester 1 and 2.
- A practical/performance/oral exam is held in those courses with a practical, performance or oral ATAR examination as indicated in the course Assessment Outline.
- The Year 12 Semester 2 examinations are for ATAR courses only, commonly referred to as "The Mocks". These examinations provide students with conditions that duplicate the Authority administered examinations, and can be scheduled during the Term 3 two-week school break.
- In Year 11 written examinations are typically 2 to 3 hours in duration.
- In Year 12 all written examinations are 2 ½ to 3 hours in duration except for courses with a practical, performance or oral examination which are 2 ½ hours plus a separate practical, performance or oral examination.
- The school examination dates are advertised on the school's website calendar for the current year. The exam timetable is issued to students a minimum of three weeks before the start of the exam period.
- The school examination timetable will include scheduled days and times for the EST for each Year 12 General course and the IST for each Year 11 General course, typically 50 minutes in duration for each course.
- No allowance can be made in the examination timetable for holidays, work or personal arrangements.

If the school examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the School 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 student involved if there is a breach of security limited to only them i.e. a mark of zero (0).

It is the responsibility of all students to ensure that they understand all instructions relating to the examinations. If the student's difficulties in sitting the ATAR course examination are the result of any of the reasons listed below, then the circumstances fall outside the School and Authority's policy and guidelines for sickness/misadventure.



- Difficulties in preparation or loss of preparation time – for example, as a result of sickness during Year 12 unless in the two weeks prior to the first written examination.
- Alleged deficiencies in tuition.
- Long-term illness such as asthma and epilepsy – unless the student has suffered an acute episode of the illness during the examination period.
- The same grounds for which the student received special examination provision – unless the student experienced additional difficulties during an examination session.
- Misreading the examination timetable.
- Misreading examination instructions.
- Events related to the school assessment in a course.
- Attendance at a sporting or cultural event, work or personal events during a written or practical examination.

The School models examination rules and processes as published by the Authority.

- School rules will apply, including the School Dress Code if an examination is scheduled outside of the normal school day/week.
- When attending school examinations, national and statewide assessments, students must adhere to the published specific rules for that examination/ assessment i.e., OLNA.
- Infringement or breach of rules will result in a penalty and parent notification.
- Any activity that allows the student to have an unfair advantage over other students is deemed to be unacceptable.
- Students cannot communicate with other students during an examination, national or state assessment, such communication is a breach of the exam rules and will result in a penalty and parent notification.
- Student cannot engage in any behaviour that could disrupt other students and interfere with other student/s.
- Exam supervisors have the right to ask the student who does not meet the requirements of the school, national or state assessment rules to leave the examination room.
- Possession or knowledge of examination questions before an examination.
- Possession of unauthorised materials in the examination room.
- Markings on authorised materials in the examination room.
- Removal of examination materials.
- Examination room behaviour.
- Failure to follow instructions.

The School will work with students to ensure that they understand the instructions relating to the examinations. In particular, the School will:

- ensure that where materials are permitted in the examination room, they are approved according to the relevant syllabus and/or the *11to12 Circulars* and the *Year 12 Information Handbook*;
- ensure that all students understand the instructions relating to the ATAR course examinations and that, if they breach these rules, penalties will apply as the onus is on the candidate to ensure that they understand and abide by the published examination rules;
- ensure that teachers and students follow the practical examination guidelines published;
- inform their students that mobile technologies such as smart watches, mobile telephones and other communication devices must not be taken into the examination room;
- inform students that they should not write on their hands or other parts of the body during exams as this may be perceived by supervisors as having been written before the exam and thus constitute unauthorised notes;
- inform students that they must not use their fingernail to mark the multiple choice questions during reading time;
- inform students that, should they observe another candidate breaking the examination rules, they should report this action immediately to a supervisor
- ensure that teachers are aware they cannot authorise materials to be used in an examination if the material is not approved by the School Curriculum and Standards Authority.



Breaches of examination rules and maximum penalties

Breaches that might apply include but are not limited to:

- **Impersonation of a candidate:** cancellation of all the candidate's practical and/or written raw examination marks, exclusion from remaining examinations in that year.
- **Collusion between candidates:** cancellation of that practical and/or written raw examination marks of each of those candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
- **Possession or knowledge of examination questions before an examination:** cancellation of all the candidate's practical and/or written raw examination marks.
- **Possession of unauthorised materials during the examination:** cancellation of part or all of the practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established).
- **Possession of mobile technologies (e.g. smart watch, mobile phone, personal music player) and/or calculator in an examination for which it is not approved:** cancellation of all or part of the candidate's marks for that practical and/or written examination.
- **Notes and other markings on authorised materials in the examination room:** cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established).
- **Unauthorised removal of examination materials:** cancellation of the part(s) of the candidate's practical and/or written raw examination mark being removed.
- **Blatant disregard of examination room regulations:** removal of the candidate from the examination room.
- **Failure to follow examination instructions:** cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over other candidates.
- **False declarations:** cancellation of part or all of the practical and/or written examination mark where the candidate falsely declares that the work presented for external assessment is their own and/or that it conforms to the specifications of the course.

Students will have the right of appeal against a penalty being imposed on the following grounds:

- a breach of examination rules did not occur, or
- the School procedures used to determine if a breach occurred were not proper.

Such an appeal must be lodged at the School within eight (8) calendar days of the dispatch date of the penalty notification.

Internally Set Task (IST) Year 11

All students enrolled in a Year 11 General or Foundation course complete school developed IST's for each course under standard exam/test conditions in preparation for the Year 12 Authority developed mandated moderated task in Year 12, the EST (Externally Set Task)

The IST is included in the assessment outline for the pair of units. It is a 50-minute written assessment task developed by the School based on content from Unit 1 and/or 2, completed under standard exam/test conditions.

When the student does not complete the IST on the scheduled day they will complete the task at the first available opportunity organised by the School (generally within two days of the student's return to school). If the reason for non-completion is not acceptable to the School, the student will be allocated a mark of zero (0).

Externally Set Task (EST) Year 12

The ESTs are assessments for each Year 12 General and Foundation course, developed by the Authority and distributed to schools for administering to students. The Assessment table in the course syllabus shows the EST as a separate assessment type with a weighting of 15 per cent for the pair of units. The EST will take **50 minutes**.



The ESTs are administered during weeks in Term 2 designated by the Authority Activities Schedule, under standard test/exam conditions. The Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based. This notification will enable the School to ensure that the identified content is taught prior to the administration of the EST. The EST is marked by teachers in each school using a marking key provided by the Authority.

Where the student is absent when the EST is scheduled but returns to school within the SCSA activities period the student is required to complete the task under standard test/exam conditions. When the student does not complete the EST on the scheduled day they will complete the task at the first available opportunity organised by the School (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the School to submit the EST marks, then the School will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero (0).

13. Examinations, National and Statewide assessments

All Year 12 ATAR courses have written examinations. Some courses have a written and a practical examination (performance, oral, portfolio or production). The Authority sets, administers and marks these examinations. The markers are all qualified people who are unaware of the student's name or which school they attend.

ATAR course examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended, for the purposes of calculating an ATAR score.

The Authority administered practical and written ATAR examination timetables are published on the Authority website <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/examination-timetables>
The School notifies students and families through a School *Connect Notice*.

Application for Special Examination Arrangements

Year 12 students who have a permanent or temporary disability, illness and/or specific learning disability that could disadvantage them in demonstrating their knowledge, skills and understandings in standard assessments may have the school apply to the School Curriculum and Standards Authority to sit ATAR course examinations under special arrangements. Applications can be made for the written and/or practical examinations. The Authority's opening and closing date for receipt of Special Examination Arrangement applications will be advertised by the school.

Application forms are completed by the school, with supporting information supplied by external consultants where relevant. The Authority will notify the school of the decision and the School will convey this information to the student, parent/guardian.

The granting of special examination arrangements is not automatic, but takes into account medical and/or psychometric evidence plus supporting school-based information related to the candidate's ability to access the examination. Each application is considered individually, with decisions based on the nature of each examination to be sat by the candidate.

The School will ensure there is a record of all current medical/psychological documents that relate to their decision to trial special arrangements for the student. When a decision from the Authority is received the special arrangements approved will apply to all subsequent school based assessment and examinations.

Online Literacy and Numeracy Assessment (OLNA)

In Western Australia the Authority is responsible for setting standards and assessing and certifying student achievement according to those standards. From 2016, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the WACE.

There are two ways in which the student can demonstrate the minimum standard: prequalification through Year 9 NAPLAN; or performance on OLNA. There are three assessment components of OLNA; Reading, Writing and



Numeracy which are conducted online. Appropriate adjustments are made for students with a diagnosed disability so that all students are able to access and participate in the tests.

Students in Years 10, 11 and 12 will have up to six OLNAs opportunities whilst at school (two per year) to demonstrate the minimum standard. Following each round of assessment, the Authority provides the School with access to diagnostic feedback in the form of a list detailing skills and understandings. The School will send the OLNAs results to families after Round 1 and 2, and will include summary results in the Semester 1 and 2 Reports.

Students, and families can access the OLNAs practice and example tests for each component. Students can use the practice tests to familiarise themselves with the assessment format and website functionality. Details on accessing the practice and example tests are available at:

<https://senior-secondary.scsa.wa.edu.au/assessment/olna/practice-and-example-tests>.

ATAR Course External Examinations – The Authority administered examination requirements

These courses are examined by the Authority. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate the student's ATAR. The ATAR score is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see **Undergraduate Admission Requirements for School Leavers** on the TISC website). ATAR courses are for students who are aiming to go to university.

To meet WACE requirements, Year 12 students who are enrolled in a Year 12 ATAR course are required to sit the ATAR course examination (written and, in some courses, practical) for that course. If the student does not sit an ATAR course examination and do not have an approved sickness/misadventure application for the course, the pair of units completed in that year will not contribute towards any of the WACE requirements.

- Students will not receive an ATAR course report and will also not have a course mark or grade recorded on their WASSA.
- As a consequence, the student may **not** meet the requirements to receive the WACE.

14. Provisions for sickness/misadventure – ATAR course examinations, ESTs and ISTs

Consideration may be given to students suffering from a temporary sickness or misadventure close to (within two weeks of the examination date) or during the examinations if they believe it may have affected their performance in the examination. Long-term illness/injury and language difficulty will not be considered under these provisions. Sickness can include acute emotional upsets such as bereavements or serious illness in the family. It does **not** include emotional traumas such as panic attacks or stress due to the examinations.

Where sickness or misadventure prevents the student from completing one or more school examinations, the School will require the completion of the **Sickness/Misadventure Application Form (Appendix B)** to determine whether the reason is acceptable, and if not acceptable the student will be given a mark of zero (0). The School will notify the parent/guardian of the decision, if the application is accepted, then an examination mark is calculated using the school assessment as a basis.

Before completing the *Sickness/Misadventure Application Form* (Appendix B) the student must read the following information carefully:

- Has your performance in an ATAR course examination, EST or IST been affected by a temporary sickness, non-permanent disability or unforeseen misadventure suffered immediately before or during the examination period?
- Were you prevented from attending an examination due to sickness and/or misadventure? The circumstances must have been beyond your usual control.

If the student answered **YES** to either, or both, of these questions then the student should complete the School's **Appendix B - Sickness and/or Misadventure Application Form**. If the student answered YES to either, or both, during the **Authority administered examination** period then the student will use the Sickness and Misadventure Application Form available from the Authority website <https://scsa.wa.edu.au/forms/forms>.



15. Special Examination Arrangement for Mental Health Conditions

For the purpose of assessing special examination arrangements applications, the following operational definition is used by the Authority:

- A mental health condition is a disorder or illness that affects a student's thought processes, judgement, perception of reality, or emotional and social wellbeing.
- The symptoms significantly impact on a student's cognitive functioning.
- The current presenting symptoms must be supported by evidence from a range of sources including a student's history, school observations and appropriate health professionals.

The most appropriate provisions for students with mental health conditions are:

- out-of-order seating, in the position most suitable for the student
- permission to take medication into the examination room, according to doctor's instructions
- rest breaks (in most circumstances) taken at the student's discretion. These are calculated at the rate of 5 minutes per half hour of examination, with none calculated for the last half hour. The student is permitted to leave the room under supervision if they wish.
- extra working time – only where justified (see SCSA Special Examination Arrangement for Mental Health Conditions).
- separate supervision – only for extreme cases where a student cannot attend class due to a social anxiety disorder or other situations (see SCSA Special Examination Arrangement for Mental Health Conditions).
- A request for **extra working time** needs to be supported by compelling evidence from treating health professionals and the school that demonstrates significant impact of the student's executive functioning and a decline in academic productivity and performance that cannot be rectified by rest breaks.

16. Cheating, collusion and plagiarism

Students must not cheat i.e. engage in a dishonest act to gain an unfair advantage. All work in each individual assessment task must be the work of the student. Take careful note of information about attribution and appropriation in the requirements for practical examinations documents available on the Authority website.

Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person, eg student, teacher, tutor or expert;
- copied or downloaded from the internet without acknowledging the source;
- paraphrased or summarises the work of others.

If the student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant HOLA responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply. The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

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

- a mark of zero (0) for the whole assessment task, or
- a mark of zero (0) for the part of the assessment task where the teacher can identify that the work is not the student's own.
- Failure to complete a Unit of Competency for a Certificate Course

17. Grading and achievement standards

Student achievement in ATAR, General and Foundation courses is recorded in grades (A, B, C, D or E) and marks out of 100. The student's school-based achievement for a Year 12 course must be recorded for a pair of units (i.e. one mark and one grade). The student's school-based achievement for a Year 11 course may be recorded for each



pair of units (i.e. one mark and grade), or for each unit completed (i.e. a mark and grade for Unit 1 and a mark and grade for Unit 2).

Student achievement in Preliminary course units is recorded as ‘completed’ or ‘not completed’.

Unit completion requirement

If a student is to be assigned a grade for a pair of ATAR or General 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.

For a Year 11 WACE course the School may submit a notation of ‘U’ (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, to enable a grade to be assigned. This notation will be determined by the school, in consideration of the circumstances, the student’s special educational/medical needs and in consultation with the parent/guardian.

The following table of letter grades and achievement descriptors are awarded at the end completion of a pair of units, typically the end of the School year with a progress or interim grade awarded at the end of Semester One.

Year 11 and 12 WACE Course Grades	
Letter grade	Interpretation
A	<i>Excellent achievement</i>
B	<i>High achievement</i>
C	<i>Satisfactory achievement</i>
D	<i>Limited achievement</i>
E	<i>Very low achievement</i>

Grade descriptions

- are included in each WACE course syllabus document
- relate directly to the content of the pair of units
- describe the general characteristics of student performance and achievement at each grade; to express, in positive terms, what the student knows, understands and is able to do; clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teaching staff when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to families, employers and post-school education and training providers of the relative achievement of students against defined achievement standards and
- are subject to continuing review by the Authority.

Establishing grade cut-offs

The grade descriptions are used when assigning grades at the completion of a pair of units (or, where a single unit of a Year 11 course is being studied, for that single unit).

To establish grade cut-offs at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher, in consultation with the HOLA and AP:

- generates a ranked list of all students based on the weighted mark out of 100 using the school’s assessment outline
- compares the work for selected students with the grade descriptions
- identifies from the ranked list a ‘gap’ in the marks



- examines the work of the students either side of this point
- determines the cut-offs.

Pre-established cut-offs will not be used as the standard of the assessment tasks and the standard of marking may vary from year to year, and course to course. Pre-established cut-offs can, however, be a notional point at which to start reviewing student work against the grade descriptions.

Assigning grades where there are multiple classes in a course

If more than one teacher at our School is delivering the same pair of units, or unit, the Teaching Staff and HOLA will establish procedures to ensure that school marks and grades awarded are comparable across all classes. This internal comparability ensures that students are neither advantaged nor disadvantaged by the assessment procedures of different teaching staff within that school.

The achievement of internal comparability is based on collaboration between teaching staff. When assigning grades for a pair of units, or unit, the School is required to rank the students in the pair of units, or unit, rather than just ranking students within individual classes. The ranked list is used with the grade descriptions and student work when assigning grades. This requires the School marks for all students from all classes to be on the same scale.

To achieve a common scale across multiple classes, teaching staff will use:

- a common course outline;
- a common assessment outline (i.e. common assessment tasks with the same weightings), where all classes receive the out-of-class task with equal time and resources to complete the task;
- a common marking key for each assessment task and
- marking strategies to ensure comparability, eg one teacher marking a particular section of the assessment task from all classes; one teacher marking a complete assessment task from another teacher's class; double marking the assessment task or part of the task for all students or for a selection of students, then discussing comparability, reviewing marks and making adjustments where required.

Where the classes occur at different times, appropriate strategies are implemented to ensure the validity of the assessment marks and hence, fairness for all students, eg collecting and retaining the assessment task and all student responses until all classes have administered the task, administering the task at the same time, such as before school or after school.

Should the teacher choose to include in the assessment program some tasks that are not common, the marks distribution for the non-common tasks will be compared to the marks distribution for the common tasks and adjusted where necessary to ensure the School marks for all students from all classes are on the same scale.

Assigning grades in a small group moderation partnership

Where the School is in a small group partnership for a Year 12 ATAR course, it will form a combined ranked list which includes teacher marks for all students from all partner schools. The same grade cut-offs will be used by all partner schools. Marks for these students must be on a common scale (i.e. be comparable). If they are not, then the marks need to be adjusted by the partner schools before using the ranked list to establish the grade cut-offs. Students will be informed of any changes to their school marks resulting from this adjustment.

Proposed grade distribution approval

To maintain state-wide comparability of grading, all schools are required to submit to the Authority proposed grade distributions for Year 12 students in each pair of units for an ATAR, General or Foundation course.

Typically, the Authority accepts students' grades on the principal's declaration that the School has met the assessment requirements for WACE courses.



The Authority reserves the right not to accept a school's grades for a pair of units, or unit, or to adjust the grades that are submitted, if there is evidence to justify this action. When informing students of grades achieved at the completion of a pair of units, or unit, the School will advise students that the grades are subject to approval by the Authority.

If the student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit), 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. From the assessment outline for a pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type will be included at least once.

Vocational Education and Training (VET)

Is undertaken as an integral part of the WACE in Year 11 and 12 and provides students with a broad range of post school options and pathways. In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up a full qualification. Partial completion of Certificate III or higher requires that the student is enrolled in the relevant qualification in Year 12. That is, no credit will be allocated for partial completion of a Certificate II or higher from previous academic years.

Student achievement in VET courses is recorded as 'completed' upon completion of all course requirements. The notation 'completed' counts as a C grade unit equivalent for the WACE requirements. Student achievement in VET programs is competency-based and specific requirements are outlined in national training packages or accredited courses.

Endorsed programs

Provide access to areas of learning not covered by WACE courses or VET programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE as unit equivalents and are available for enrolment from Year 10. The School will notify students and families of the programs available for enrolment. For Authority-developed programs, student achievement is assessed by the school by means of a portfolio of evidence, the contents of which are detailed in the program outline. For Provider-developed programs, student achievement is assessed by means of an examination or competency checklist, with requirements typically detailed in a manual or syllabus. For School developed programs, student achievement is assessed by the school as outlined in the application for endorsement of the program. This is typically either a portfolio of evidence or a set of assessment tasks.

Student achievement in endorsed programs is reported as the particular program that has been completed, eg ADWPL – Workplace Learning Year 11 and/or Year 12. Workplace Learning is an Authority- developed endorsed program that is managed by the school and is open to students in Years 11 and 12. To complete this program, the student works in one or more paid or unpaid workplaces to develop a set of transferable workplace skills.

Endorsed programs and VET credit transfer are not graded. However, each unit equivalent contributes to the WACE achievement requirement for students to achieve 14 C grades or better with a minimum of six C grades in Year 12 units. Each unit equivalent achieved will directly reduce the number of C grades needed to meet the C grade achievement standard, up to a maximum of eight-unit equivalents (four Year 11 units and four Year 12 units).

Teaching staff communicate with families about student achievement and progress

- Students will be kept informed of their progress throughout the course.
- Families will be regularly informed about their child's progress.
- Students and families will be informed when it is identified that there is a risk of the student not achieving their potential or not completing the course requirements, receiving an D or E grade, or U (Unfinished, requirements not met),



- Student achievement is reported to the Authority for Year 11-12. The Authority statistically moderates school assessment based on performance in the WACE external examination. The moderated school assessment appears on the student's record of achievement.
- The Authority Subject Completion Requirements require a student to complete all of the structured education and assessment program requirements of the subject/course syllabus.

Formal and informal school reports are communicated to families

- Student Reports are generated in the Department of Education, RTP portal and distributed to families electronically, via email and/or the School's Connect Website.
- Results of State and National assessments are distributed to families by email.
- Families can indicate their preference for their child's report be printed and sent by Australia Post by contacting the school.
- Student Progress Meetings are scheduled for the end of Term 1 and/or the start of Term 2.

Recognition of prior learning (Year 11 equivalence)

If the student has completed the equivalent of Year 11 studies interstate or overseas, or with a training provider, they can apply for recognition of the equivalent of one year or one semester of senior secondary studies (Year 11) by contacting the Senior School Associate Principal.

The School may enrol students in Year 12 if it considers that studies completed elsewhere indicate the students have the potential to achieve the WACE. The school will complete the relevant form and send it to the Authority, and communicating the outcome to the student parent/guardian.

18. Reviewing marks and grades

When a student considers there is a procedural or computational error in the determination of the assessment task mark, in the first instance they should 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 HOLA responsible for the course.

The school will inform students in writing of their Year 12 final course grade and school mark for each pair of units at the commencement of Term 4. If the student believes that the grade and/or school mark is incorrect, the student should make a request in writing to the school for a review of the result by the date advertised.

A teacher's judgement about a student's achievement (i.e. the mark) on an individual assessment task is not subject to review and as a result the school is not required to re-mark the student's assessment task. An assessment review can determine if:

- the assessment outlines implemented conforms/conformed with the syllabus requirements,
- the assessment policy implemented conforms/conformed with the Authority guidelines,
- the school's assessment procedures conform/conformed with its assessment policy,
- there were any procedural or computational errors in the determination of the school mark and/or grade.

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 School Curriculum and Standards Authority by the advertised date using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds the student appeal the School 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.



19. Reporting student achievement

The School reports student achievement at the end of Semester 1 and 2. The report developed in Reporting To Parents (RTP) and available to families through the School's Connect website and/or email includes:

- Attitude, Behaviour and Effort,
- A grade, of A-E,
- the percentage mark in the school-based examination (for ATAR courses),
- the percentage mark (calculated from the weighted total mark).

The Semester One mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year. A unit grade will be awarded when the student changes courses at the end of Semester 1 of Year 11, eg A1ENG.

Progress Reports are not part of the formal process of reporting to families, they are useful mechanisms to provide additional feedback about student progress. They are designed to give feedback prior to the Student Progress Meetings and exams, for early intervention to ensure students are organised and ready to learn, support the understanding that a consistent effort will circumvent any late change of course and begins early monitoring of WACE requirements. Progress report templates can be configured flexibly to contain all or some students. More than one progress report can be created during a semester if necessary, they are developed by teachers in RTP, available to families through the School's Connect website and/or email.

The Progress Report can include:

- a progress rating and/or mark for each course,
- information relating to the development of attributes that influence successful learning i.e, participates fully, behaves appropriately, is well organised, meets deadlines, work autonomously and attendance percentage.

At the end of Year 12, students will be provided with an Ocean Reef Senior High School Statement of Achievement/Results, which lists the school mark and grade for each pair of units, and/or single units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the School.

20. Security of assessment tasks

Where there is more than one class studying the same pair of units at the School all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, 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.

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. Discussion of the questions will be treated as collusion and the students will be penalised. Where the School uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.



21. Retention and disposal of student work

To assist students, the School establishes an assessment file for each student for each course/program. Students are to maintain an assessment file for each pair of WACE units or Certificate Courses studied which contains all completed written assessment tasks and to make this file available whenever required by the school.

- The file holds all marked written assessment tasks.
- Students will have access to this file for revision purposes.
- The School will retain the files until the marks have been accepted by the Authority and RTO.
- All assessment tasks are available to students for collection after that time.
- All materials not collected by the end of the school year will be securely disposed of by the School.

The School will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority and the Registered Training Organisation (RTO) for moderation purposes.

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

22. Awards and Certificates

During Year 11 and 12 students excellence, student achievement, student progress and student engagement is recognised and acknowledged. Principal's Awards, Certificates of Excellence and Merit are issued by the School to recognise individual excellence and merit by students. The final decision on the granting of each school award or prize is made by the Principal.

At the end of Year 12 excellence and achievement is recognised at the Ocean Reef Senior High School Year 12 Farewell Assembly and Presentation Ceremony attended by all students who complete their secondary schooling. Certificates are awarded for WACE Courses, the WACE ATAR Dux, a VET Dux and special school and community achievements.

Selection Criteria for School WACE ATAR Dux Award:

- Have satisfied the requirements for the WACE.
- Awarded for excellence to the student who achieves the top scores based on the average of **five** equated scores in ATAR courses, calculated to two decimal places.
- At least one of the course scores must be from each of List A and List B subjects.
- Scores must be from Year 12 courses, if the student has repeated a course, only the first equated ATAR score obtained will be used.
- The final decision is made by the Principal.

Selection Criteria for School VET Dux Award:

- Have satisfied the requirements for the WACE.
- Demonstrated the most outstanding performance in an AQF VET Certificate II or higher.
- Awarded for excellence to the student who achieves the top scores based on the average of **three** equated scores in General courses, calculated to two decimal places.
- At least one of the General course scores must be from each of List A and List B subjects.
- Other achievements such as special recognition by the workplace employer, an industry or community award.
- The final decision is made by the Principal.

The Authority Exhibitions and Awards

Are granted by the Authority to senior secondary students studying Authority subjects and VET. The awards recognise individual excellence in senior secondary schooling. The final decision on the granting of each award is made by the School Curriculum and Standards Authority's Exhibitions and Awards Committee.



Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

The Authority Awards Points

Certificate of Merit or a Certificate of Distinction are awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

- 150–189 points = a certificate of merit
- 190–200 points = a certificate of distinction.

For the achievement of certificates of merit and certificates of distinction points are calculated according to the following rules and table.

1. Points are accrued at the unit level.
2. Points are accrued from 20 Year 11 and Year 12 units of which at least 10 must be Year 12 units.
3. The units used to calculate the student's points will be those that maximise the student's score (maximum points = 200).
4. If a unit/course is repeated the result for the first attempt is used in the determination of these awards.

Points per unit	ATAR course	General course	Foundation course	VET qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Certificate III Replaces two Year 11 and four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 and two Year 12 units	24



APPENDIX A: Ocean Reef Senior High School – Monitoring of WACE Achievement

When a Year 11 or 12 student **does not complete or submit an assessment task**, is “At Risk” of **receiving a grade lower than expected**, or is not meeting the VET competency requirements, the student and family are contacted. Teachers will inform students and families of academic progress and achievement via COMPASS Chronicle/email or phone call. Three times a year a Task Report with a detailed feedback comment will be sent to families.

Non-completion or non-submission of Assessment Task or Unit Of Competence (UOC)

1
Teacher

- Records a mark of zero (0) in RTP and a Note against the assessment item, or indicates 'not completed' or 'at risk' for a VET Unit of Competence (UOC).
- Communicates with the family, eg Level 1 negative 'Achiever' COMPASS Chronicle entry, phone call or through RTP Task Report feedback (Term 2, 3, 4).

2
HOLA and
Teacher

•Subsequent non-completion or non-submission of assessment task/UOC

'this includes the student who is at risk of receiving a grade lower than expected, ie D/E grade, or VET UOC 'not achieved' or 'at risk' of not achieving a full Cert II or higher qualification'

- Teacher records a mark of zero (0) in RTP and a note against the assessment item, or indicates 'not completed' or 'at risk' for a UOC, and communicates with the family, eg Level 2 negative 'Achiever' COMPASS Chronicle entry, phone call or through RTP Task Report feedback (Term 2, 3, 4).
- Head of Learning Area (HOLA) and teacher arrange a meeting with the family and student.
- The **assessment interview** is essentially a conversation to:
 - identify reasons for subsequent non-completion,
 - assess assistance and resources required to re-establish course assessment,
 - develop and document a plan for improvement, including review dates.

3
HOSS and/or
Associate
Principal

Student at Risk of not achieving the WACE referred by HOLA

- Where assessment data; OLN results, progress reports, documented plans and/or the WACE tracker show cause for concern, additional stakeholders become involved.
- Case Manager appointed to monitor assessment progress. Year 12 WACE mentor strategy may be implemented.
- The Head of Student Services (HOSS) and/or Associate Principal organises a subsequent case conference with the student and their parent/guardian.

Associate
Principal

Letter to Parent, “your child cannot (or may not) achieve WACE”.



APPENDIX B: Ocean Reef Senior High School ATAR Course School Examinations Sickness and/or Misadventure Form

Completion of the form

Section A Applicant details: All parts of this section must be completed **by the student**

Section B Course details: This section to be completed **by the student**.

Section C Misadventure evidence (non-medical): This section should be completed by a person not related to the candidate, who is a witness to the misadventure e.g. attending police officer.

Section D Medical evidence: This section must be completed by the medical practitioner or registered health professional if the application is on medical or psychological grounds.

Section E Sickness categories

The completed form and any supporting documentation must be received by Ocean Reef Senior High School front office by *SPECIFIC DATE PENDING EXAM PERIOD.

- Forms will be stamped and dated upon submission.
- Late forms will not be accepted.



SICKNESS AND/OR MISADVENTURE FORM

Section A - Students Details

Student Name: _____

SCSA Number: _____

Email Address: _____

Preferred Contact Phone Number: _____

I declare that, to the best of my knowledge, all the information given on this form (and attachments) is correct.

Parent/Guardian

Student

Date

Section B – Course Details -- to be completed by the STUDENT

Complete all details below:

Date of Exam	Course	Details of effect on performance/attendance	Did you attend the exam? YES/NO

Section C – Misadventure evidence (non-medical only) - to be completed by an independent witness

If the misadventure or event is of a non-medical nature, the details should be recorded here by an independent witness. Any relevant information or supporting evidence must be written below or attached.

Witness details

Note: the witness must not be related to the applicant and may be contacted if further information is required.

Name (block letters): _____

Relationship to applicant/relevance of information: _____
(eg teacher, neighbour, police officer)

Email address: _____ Phone: _____

Signature: _____ Date: _____



Misadventure details:

Section D – Medical evidence – to be completed by the medical practitioner/registered health professional

This section must be completed if an applicant's claim on medical or psychological grounds is to be considered.

Medical Practitioner/Health Professional's
name: Name and address of
hospital/clinic/surgery:

I certify that I examined _____ on _____
Name of applicant **Date/s of consult**

What is the medical diagnosis? (Please note that the information you provide will be treated in the strictest confidence and you should provide all relevant information with this application).



Please explain how it impaired the candidate for the examination.

• Dates of onset and functional resolution of condition:

FROM

TO

Category of Illness: Mild Moderate Severe Chronic

Notes for Medical Practitioner

1. Any sickness should be of an acute or sub-acute nature with onset up to two weeks prior to the written examination. (Please give details above)
2. Sickness in the two weeks prior to the written examination, which could interfere with preparation for the examinations, may be accepted as well as sickness occurring during the actual examinations.
3. Sickness of a chronic nature is not acceptable. Candidates were able to apply for special examination arrangements if they suffered any chronic sickness or handicap. Applications for these arrangements should have been made earlier in the year.
4. Sickness can include acute emotional upsets such as bereavements or serious illness in the family. It does **not** include emotional traumas such as panic attacks or stress due to the examinations.
5. Details of any sickness should include a brief history, essential clinical findings such as **fever** or **rashes**, any relevant investigations, the dates of onset and recovery, diagnosis and an estimate of the degree of impairment of function relevant to the sitting of an examination. Where relevant, the following additional evidence is required: URTI – details of specific complications, Glandular fever – **blood test results**. Chronic glandular fever must have evidence of impact during exams.
6. Independent medical evidence is required in Section D (above) and should not be provided by a relative of the applicant.
7. If you would like to discuss this application further, please contact the school.

• I consider the above sickness to be of a temporary nature and as result I consider that the applicant is/was

disadvantaged because of temporary sickness when studying for exams between

and

disadvantaged because of temporary sickness when sitting exams between

and

unfit because of temporary sickness to sit exams held/to be held between

and

Signature of medical practitioner: _____ Date: _____



Section E– Sickness Categories – a reference for the medical practitioner/registered health professional

The categories and sub-categories to be used are:

- A: Upper respiratory tract infections**
 - A Glandular fever (Infectious Mononucleosis)
 - B Influenza
 - C Pharyngitis/URTI
 - D Tonsillitis
 - E Sinusitis
 - F Ear, nose and throat
- B: Food poisoning**
 - A Gastroenteritis
 - B Diarrhoea and vomiting
- C: Allergic diseases**
 - A Hay fever
 - B Asthma
 - C Generalised allergy
- D: Lower respiratory tract infections**
 - A Bronchitis
 - B Pneumonia
- E: Gastrointestinal tract disorders**
 - A Appendicitis
 - B Gall stone colic (pain)
 - C Haemorrhoids
 - D Gastritis
 - E Jaundice
 - F Gastroenteritis
- F: Injuries/accidents**
 - A Neck injuries/whiplash/head injury
 - B Shoulder/arm/wrist/finger (broken or injured)
 - C Back and pelvic injury/abdominal injury
 - D Fractured skull/jaw
 - E Leg/ankle/knee/foot (broken or injured)
 - F Multiple injuries
 - G Burns
- G: Psychological problems**
 - A Death of a parent
 - B Death of close friend/immediate relative
 - C Significant life event
 - D Psychiatric disturbance
- H: Neurological disorders**
 - A Epilepsy
 - B Generalised neurological disorders
- I: Infectious/contagious diseases**
 - A Chicken pox
 - B Mumps
 - C German measles
- J: Uro-genital tract disorders**
 - A Dysmenorrhoea (PMT/painful period)
 - B Urinary tract infection
 - C Gynaecological problems
- K: Rheumatic conditions**
 - A Back complaints
 - B Tenosynovitis (RSI)
 - C Joint complaints
- L: Headache**
 - A Migraine
 - B Tension headache
- M: Oral problems**
 - A Abscess of tooth/removal
 - B Impacted teeth
- N: Eye disorders**
 - A Eye fatigue/injury/infection/conjunctivitis
 - B Vision impairment
- O: Inadequate bodily reserves**
 - A Surgery
 - B Heat exhaustion/fainted
 - C Poor health
 - D Diabetes
- P: Viral diseases**
 - A Viral illness (temperature/headache)
 - B Severe Viralmia with Leukopaenia
- Q: Cancer**
 - A Tumour/cancer
- R: Pregnancy**
 - A Pregnancy/confinement
- S: Chest conditions**
 - A Chest infections/pain
- T: Bleeding disorders**
 - A Bleeding disorders/nose bleed
- W: Unknown**
 - A Unknown



SCHOOLADMINISTRATION USE ONLY

Supporting Evidence Attached

Yes

No

Notes:

APPLICATION APPROVED

YES

NO

If YES, course of action to be taken:

If NO - why:

- **Principal or Associate Principal:**

Name and Signature

Date