

SECONDARY CURRICULUM POLICY

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1. OVERARCHING OBJECTIVES

The aim of this document is to provide a common understanding of best practice expectations across the different Learning Areas within the SCBC Secondary community and between classes within departments. Consistency of standards across the school helps support student outcomes, ensures our academic practices align with our College values, and promotes trust with students and parents. Where applicable to students in Year 11 and 12, information contained within this Curriculum Policy also forms the College's Senior Secondary Assessment policy.

2. PARENT COMMUNICATION

2.1 "No Surprises" Policy

While parents have access to student results through Compass, communication with parents is a key factor in improving student learning. It is the responsibility of every teacher to ensure that no parent is surprised by a student's poor result upon publication of end of semester reports.

Throughout the teaching period, all staff should notify parents via Compass if:

- a. a student fails an assessment for the first time in the reporting cycle
- b. a student's results drop significantly compared to previous achievement

Along with this notification should be recommendations as to how the student can improve, or an invitation to discuss this in person or over the phone.

Staff are also expected to discuss underperforming or disengaged students with HoLAs for follow-up and support, and students at academic risk will be discussed at staff meetings.

2.2 Records of Interactions with Parents

Wherever possible, summaries or copies of all communications with parents are to be recorded on Compass through Chronicle. This is to ensure up-to-date information on individual students is available to HoLAs, HOYs, Deputies and the Head of Secondary when interactions are ongoing and meetings with parents are required.

2.3 Parent-Teacher-Student Interviews

The purpose of Parent-Teacher-Student interviews is for:

- a. parents and students to be invited to collaborate with teaching staff to improve student outcomes;
- b. staff to provide feedback on student performance;
- c. parents and students to ask questions;
- d. students to be invited to reflect on their performance and to be supported in formulating plans for continued improvement.

Additional information sessions may be held throughout the year to provide further information to parents.

3. STUDENTS AT ACADEMIC RISK (YR 11 AND 12)

In Term 1, all teachers of Years 11 and 12 students will assess students to review placement in ATAR/General and Foundation courses with a Key Learning Task.

This assessment should be conducted as a means of assessing student ability and application to their selected courses. This assessment should reflect the appropriate level of expected performance required for the relevant course.

- a. Students achieving below 60% are deemed at risk at not passing the course.
- b. Students who are performing weakly across multiple subjects will be managed by the DoCA and VET Careers co-ordinator in consultation with HoLAs and subject teachers.
- c. Subject teachers and HoLAs are also to provide ongoing support and counselling to students throughout this process.
- d. Students who are at risk in one or more subject may be recommended to change course or pathway by staff including the DoCA and/or VET Careers co-ordinator.
- e. In cases where a student wishes to continue enrolment in a course against the advice of the College, they are required to submit an "Intent to Enrol against recommendation" form in addition to the "Subject change request" form (see 4.1 below), indicating an understanding of associated risks which may include failure to achieve WACE or an insufficient ATAR for university entrance.

4. TRANSFER BETWEEN UNITS/COURSES

4.1 Course Transfer Process

During the year or between school years, there may be a reason for a student to change courses, such as academic concern, pastoral need or medical condition. Where a student commences a unit (or pair of units) late, he/she is at risk of being academically disadvantaged compared with their peers. The following process/es aim to mitigate this risk.

4.1.1 Years 11 and 12

- a. Students may make a request to change classes by submitting a "Subject change request" form. Where possible, students should speak to the teacher of the course they are intending to exit, enter, and either the Careers counsellor or Deputy of Curriculum Administration. Approval from a Parent/Guardian is required for all course changes, and subject to availability of places.
- b. HoLAs may also initiate this process by contacting the Careers Counsellor or Deputy of Curriculum Administration.
- c. In cases where a student wishes to enrol into a course against the advice of the College, they are required to submit an "Intent to Enrol against recommendation" form in addition to the "Subject change request" form indicating an understanding of associated risks which may include failure to achieve WACE or an insufficient ATAR for university.

Students enrolled in Foundation courses will be required to transfer into the appropriate General course upon successful achievement of Category 3 in OLNA at the next possible Semester.

4.1.2 Course Transfer Process: Yr 7-10

- a. Students may make a request to change classes by submitting a "Subject change request" form. Where possible, students should speak to the teacher of the course they are intending to exit and enter. Approval from a Parent/Guardian is required for all course changes, and subject to availability of places.
- b. At the start of each timetabling period, students have a short window (typically 2 weeks) to request a change of course based on preference, or any other reason.
- c. After this time has elapsed, no further course changes are possible unless a valid reason exists (see 4.3)

4.2 Reasons for changing courses

4.2.1 Well-being

Sufficient evidence has been provided to the DoCA that remaining in the course would be detrimental to the student's well-being. Evidence is typically provided in the form of;

- a. Psychologist report
- b. Interview with the student
- c. Request from a member of the Pastoral Care team

4.2.2 Medical

Sufficient evidence has been provided to the DoCA that the student is unable to participate in the course without adverse risk to their physical health. Evidence is typically provided in the form of;

- a. Medical certificate
- b. Interview with the student
- c. Request from a member of the Pastoral Care team

4.2.3 Invalid reasons for changing course

Teacher preference is not considered a valid reason for changing courses.

4.3 Recommended Course Change Deadlines

- a. Year 11
Units 1 and 2 : Friday Week 6 of Term 1
Unit 2 only: Friday Week 1 of Term 3.
- b. Year 12 (All Units): Friday Week 4 of Term 1

4.4 Assessment Arrangements for Students Transferring Between Courses

When a student transfers to a different unit in the same course, or a unit in a similar course, students may be eligible to receive credit for assessments completed in the prior course. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the class into which the student is transferring. Careful comparison of syllabi, assessment outlines and grade descriptions of both courses will need to be considered in making this adjustment.

Where additional work and/or assessment tasks are necessary, the teacher will develop a modified assessment outline and provide this to the student.

In Year 11, depending on the Unit structure of the course/s, it may not be possible for students to receive credit for work completed in Semester 1.

4.4.1 Student Transfers from Other Schools

It is the responsibility of any student who transfers into a class from the same course at another school during the school year, to provide the College with evidence of all completed assessment tasks.

Where necessary, such as in the case of Year 11 and 12 courses, the SCBC HoLA for a particular subject will contact the previous school to confirm:

- a. the part of the syllabus that has been taught;
- b. the assessment tasks which have been completed; and
- c. the marks awarded for these tasks.

The relevant SCBC HoLA responsible for the course will:

- a. determine how the marks from assessment tasks at the previous school will be used. Where necessary, these marks will be statistically adjusted to ensure that they are on the same scale as those at SCBC;
- b. determine additional work, if any, to be completed;
- c. determine 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 develop a modified assessment outline and provide this to the student.

4.4.2 Student Transfer from VET course or Workplace Learning

Students enrolling into either school-based VET courses, Workplace Learning, or any external course in lieu of a WACE course are expected to remain enrolled in such course until completion. Non-completion will result in the following obligation:

- a. School-based VET course
Should students wish to withdraw after the census date for the course, the cost of this enrolment will be forwarded to the Parent/Guardian.
- b. External course
Should a student who has accepted an offer to study a course externally or complete WPL wish to withdraw for a non-medical reason, an administration fee of \$500 will be charged.

5. HOMEWORK

Homework plays an important role in assisting students to consolidate their learning and to develop productive habits and self-discipline that will help prepare them for the rigour of upper school courses and tertiary studies.

5.1 Homework Guidelines (During Term)

To ensure student wellbeing is protected, the amount of time to be spent doing homework should not exceed the following guidelines:

Note that this does not include time spent on assignments, and it the responsibility of the student to ensure that time required for completing assignments or studying for tests is well-distributed.

| Homework and Revision hours per school night in subjects | |
|--|----------------|
| Year 7 | 1 to 1.5 hours |
| Year 8 | 1 to 1.5 hours |
| Year 9 | 1.5 to 2 hours |
| Year 10 | 2 to 2.5 hours |
| Year 11 to 12 WACE subjects | |
| Year 11 | 2.5 - 3 hours |
| Year 12 | 3 - 4 hours |

5.2 Homework During Holiday Periods

| Homework and Revision hours per subject per day (entire duration of holiday period) | |
|--|-------------------------|
| Year 7 | Minimal |
| Year 8 | Minimal |
| Year 9 | Minimal |
| Year 10 | Max. 1 hour per subject |
| Year 11 to 12 WACE subjects | |
| Year 11 | 3-6 hours |
| Year 12 | 3-6 hours |

Reading novels for English (Years 7-12) and readings for Years 11 and 12 ATAR courses are not included in the above limits. Students are encouraged to revise content over holidays.

5.3 Guidelines for Assigning Student Homework

Homework should reinforce learning that has occurred in the classroom, and should be differentiated, where necessary, to suit individual needs. Teachers must ensure that students on documented plans understand homework tasks before attempting them alone at home. Parental involvement for these students in particular is advisable and should be on-going, rather than intermittent.

6. ASSESSMENT AND MODERATION

All assessment should be guided by the principles and policies outlined by SCSA including the WACE manual and Pre-primary to Year 10: Teaching, Assessing and Reporting Policy.

6.1 Syllabus requirements

It is the teacher's responsibility to ensure that the current syllabus is used to develop the learning and assessment programme.

In Yr 11 and 12, before teaching starts, the teacher will provide access to the following documents:

Within the first week of the school year, the teacher will provide access to the following documents:

- a. the Authority syllabus for the pair of units which includes the grade descriptions
- b. a course outline for the pair of units that shows:
 - a. the timing allocated to teach each section of the syllabus
 - b. the sequence in which all the syllabus content will be taught.
- c. an assessment outline for the pair of units that includes:
 - a. the number of tasks to be assessed
 - b. a general description of each assessment task
 - c. the assessment type, as prescribed in the syllabus
 - d. an indication of the syllabus content on which each task is based
 - e. 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)
 - f. the weighting of each assessment task
 - g. the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

Should changes need to be made to either the course outline or assessment outline, the teacher will notify the students and provide an updated version.

6.2. School based assessment of student achievement

The purpose and structure of assessment and reporting in accordance with policy is to:

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

In Yr 11 and 12, students enrolled in WACE courses are typically enrolled in a pair of units. At the end of the year, the teacher generates a ranked list of students in the class/es, including moderation schools where applicable, and assigns grades with reference to the grade descriptors. 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).

6.3 Students with disability

In accordance with the Authority, students with disability, impairment or diagnosed medical conditions may be eligible for adjustments to assessments. These adjustments must be arranged prior to the assessment, in consultation with the Learning Support Co-ordinator and HoLA.

All modifications will be consistent with those provided by those described in **SCSA's *Guidelines for disability adjustments for timed assessments***, which can be accessed from the SCSA website. Modifications, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time. Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings. These requests are administered via the Learning Support Coordinator and HoLA.

6.4 Security of assessment tasks

Where there is more than one class studying the same course 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.

Parents or carers wishing to view assessments should arrange to view the assessment at school along with a member of staff. Unless specified by the teacher and with approval from the HoLA, students will not be permitted to take marked written assessments home.

6.5 Submission of Assessments

Work should be submitted to the class teacher during the lesson on the due date in the manner specified on the task sheet. If students are aware that they will be absent on the due date, they should arrange with the teacher to submit work earlier. Students must ensure that the work is submitted to the correct teacher or to the appropriate HoLA (assessments should not be left on a teacher's desk).

6.5.1 Late Submission of Work

If a student has not completed a task on the day, it is due, the following penalties will apply. Computer problems associated with the completion of assignments will not be accepted as valid reasons for lateness.

Penalties for out-of-class assessments:

| | |
|-------------|-----------------------------|
| 1 day late | Minus 10% percentage points |
| 2 days late | Minus 20% percentage points |
| 3 days late | Will receive a mark of 0% |

For example, if a student hands in an assessment 1 day late and receives an original mark of 60%, the students will receive an adjusted mark of 50%.

Any assessment not completed will impact on course marks. In some cases, failure to submit an assessment may result in non-completion of the course.

6.5.2 Unplanned absence on due date

When a task needs to be submitted in person and a student is absent on the due date, the student should do the following to avoid receiving a late penalty;

- a. Ask someone to deliver the work to the College on their behalf
- b. Have a parent communicate via e-mail or phone call
- c. Submit proof of work being complete
- d. Work must be submitted on their next day back at the College. Repeated absence on due dates will be referred to the DoTL.

6.5.3 Extensions

Difficulties in completing work on time should be discussed with the teacher well before the due date and any necessary extension of time should be sought at least two days before the due date. A note from a parent/guardian may be required when applying for an extension.

6.5.4 Absence on Test Days

Students absent on test or exam days should be prepared to do the assessment (including orals) on their immediate return to the college. For in-class assessments and exams, parents should notify the appropriate member of the Curriculum Team in writing, along with any supporting documentation. The students should expect to sit the assessment immediately upon their return to the College.

Year 11 and 12 students are required to have their parents contact the relevant HoLA (or the DoCA in the case of exams or the Year 12 Externally Set Task) and provide a justification for absence along with supporting evidence such as a medical certificate in the case of illness. The students should expect to sit the assessment immediately upon their return to the College.

Note that notification of absence does not constitute approval.

6.5.5 Acceptable reasons for not submitting work

If a student is absent on the day an in-class assessment task is scheduled or an out-of-class assessment task is due for submission, it must for a reason which is outside the student's control i.e., where sickness, injury or significant personal circumstances prevents a student attending.

For example:

- Ongoing hospital treatment: a doctor's certificate is to be submitted on the day of return;
- Family crisis – note on return or parent contact in advance;
- Significant family event (i.e. close family wedding) not exceeding 2 weeks of school parent contact in advance
- Illness – medical certificate required);

The reason for the absence must be communicated to the school by the parent or guardian, who can contact the subject teacher or HoLA via email or letter.

In such cases, the teacher will either:

- a. negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return); or
- b. re-weight the student's marks for other tasks, if in the opinion of the teacher, there is sufficient evidence; or
- c. decide on an alternative assessment task, if in the opinion of the teacher, the assessment is no longer confidential; or
- d. statistically estimate the student's mark for the assessment task on the basis of his/her marks in similar tasks.

Where a catastrophic event affects delivery of the teaching programme, the completion or submission of one or more assessment tasks and/or completion of the School's examination timetable, students will be advised of modifications to the task requirements and/or the assessment outline, including the due date.

6.5.6 Unacceptable reasons for not submitting tasks:

Matters within the student's control, including (but not limited to):

- IT issues – drafts can be submitted on time;
- Social engagements;
- Extra-curricular activities.
- Timing of other assessments

Note: Holidays are not recognised as a valid reason for absence even if sufficient notice is given.

If a student is absent for an invalid reason, they will receive a 50% penalty. If the students do not return within two school weeks, they will receive a mark of 0. Students may not complete the assessment earlier than the due date.

6.6 Use of non-original material for assessment purposes

When marking an assessment task, teachers must be confident that the work is the student's own. Research and materials from other sources must be correctly acknowledged in a bibliography or other form of source attribution.

A student is not permitted to submit for marking, as original, any work which is:

- a. prepared or substantively contributed to by another person or software (e.g. student, teacher, tutor, expert, or artificial intelligence software);
- b. copied or downloaded from the internet without source acknowledgement; or
- c. a paraphrase or summary of the work of others, without source acknowledgment.

N.B. an idea, image or work of art can be appropriated (i.e. another creator's ideas or images can be borrowed and used or re-worked in the creation of a new work, so that the original idea or image is re-contextualised and presented in a manner that gives it new meaning re-worked or borrowed).

Work produced by artificial intelligence does not constitute as original work constructed by a student. This includes situations when the student was the author of the artificial intelligence.

Any work including text, image and video generation by an artificial intelligence is considered non-original material.

6.6.1 Procedure for addressing use of non-original material:

If a student is believed to have engaged in inappropriate behaviour (such as cheating, plagiarism or collusion) the school informs the student and the parent/guardian.

- a. The teacher in consultation with the HOLA investigates whether this behaviour has occurred and gathers evidence as to whether it constitutes cheating, plagiarism or collusion. The student is provided with the right of reply during this investigation.
- b. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school informs the student and the parent/guardian of the result of the investigation and the penalty.

6.6.2 Penalties for use of non-original material

Students caught cheating, submitting work that has been plagiarized, or allowing others to copy their work and then submit it as their own will be referred to the relevant Head of Learning Area and to the Deputy Head of Curriculum Administration for the case to be investigated and consequences applied, in accordance with the procedure detailed above in 2.8.1 and in consultation with the HoY.

Penalties for plagiarism, cheating and collusion are progressive, dependent on year level and prior incidences. The penalty typically imposed a mark of zero for the task (or the part/s of the task to which the behavior related). As this behavior is also a matter of personal management, students will be issued with a step/level via the College discipline system.

6.6.2.1 Plagiarism

Is defined as action where a student submits work that is not their own. Examples may include work which is;

- prepared or substantively contributed to by another person or software (e.g. student, teacher, tutor, expert or artificial intelligence software);
- copied or downloaded from the internet without source acknowledgement; or
- a paraphrase or summary of the work of others, without source acknowledgment.

| | First Instance | | Subsequent Instances | |
|------------|--|---|--|--|
| Year Level | Whole | Partial | Whole | Partial |
| 7-8 | Chance to resubmit original work with -20% applied to resubmission | Marks allocated for part of original work | Chance to resubmit original work with -30% penalty applied to resubmission | Marks allocated for original work, 20% penalty applied to mark |

| | | | | |
|--------------|-------------|--|------------------------|--|
| 9 | Mark of '0' | Marks allocated for original work, 20% penalty applied to mark | Mark of '0' plus level | Marks allocated for original work, 20% penalty applied to mark, plus level |
| 10-12 | Mark of '0' | Marks allocated for original work, 20% penalty applied to mark, plus level | Mark of '0' plus level | Marks allocated for original work, 30% penalty applied to mark, plus level |

6.6.2.2 Cheating

Is defined as action where a student refers to or possesses unauthorised material during an in-class assessment.

| Year Level | First Instance | Subsequent Instances |
|--------------|-----------------------------|-------------------------------|
| 7-8 | -50% applied to work | Mark of '0' |
| 9-10 | Mark of '0' | Mark of '0' plus level |
| 11-12 | Mark of '0' | Mark of '0' plus level |

6.6.2.3 Collusion

These penalties apply where a student has provided his/her work to another and it has been copied.

| Year Level | First Instance | Subsequent Instances |
|--------------|----------------------|---------------------------------|
| 7-8 | -5% applied to work | -10% applied to work |
| 9-10 | -20% applied to work | -20% applied to work plus level |
| 11-12 | -20% applied to work | -20% applied to work plus level |

6.7 Secondary (school-based) Examinations

An examination is an assessment item where content covered over an extended period of time may be assessed. All school examinations will be conducted at the same time for all eligible students in each year group. Examinations will be only be conducted for students in Years 9-12.

A written exam will be held for all ATAR courses at the end of Semester 1 and the end of Semester 2. A practical/performance/oral exam may also be held for courses where applicable.

In Year 11, exams are typically 2-2.5 hours in duration. In Year 12, all written exams are 2.5-3 hours in duration.

Exam dates are available on the SCBC portal, well in advance, and are expected to be prioritised over any appointments or planned absences. The only acceptable absences are those that fall under the categories of medical, sickness or misadventure (as outlined by SCSA) and a medical certificate or written parental explanation will be required. Absences for any other reason, or without the correct documentation will incur a late submission penalty similar to those listed above in the 'Late Submission of Work' section. As with other assessments, catch-up examinations are expected to be completed immediately upon the student's return to school, or at a time deemed acceptable by the DoCA.

Exam regulations are also published ahead of time in Compass notices. Students should take care to adhere to these to avoid being adversely affected or incurring academic penalties for breach of regulations.

6.8 Teacher responsibilities

It is the responsibility of the teacher to:

- a. develop teaching and learning programmes to deliver the Western Australian curriculum or WACE syllabus requirements
- b. provide students with course outlines that include:
 - the number of tasks to be assessed
 - the approximate time allocated to teach each section of content from the curriculum
- c. provide students with assessment outlines that include:
 - the number of tasks to be assessed
 - the approximate scheduling 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 and type, as prescribed in the assessment table of the syllabus
 - a general description of each assessment task or an indication of the syllabus content covered by each assessment task.
- d. ensure that all assessment tasks are fair, valid and reliable
- e. develop common assessment tasks and participate in moderation as appropriate
- f. provide students with timely assessment feedback and guidance
- g. maintain accurate records of student achievement and store student assessments until the end of the following year
- h. inform students and parents of academic progress, as appropriate
- i. meet school and external timelines for assessment and reporting.

6.8.1 Guidelines for developing assessment tasks

The teacher should use an assessment type from the syllabus that will most effectively assess the selected content.

- a. Develop questions, items and/or activities that:
 - provide students with the opportunity to demonstrate the full range of achievement
 - offer the appropriate level of difficulty for the units o use the appropriate language level for the units

- avoid questions/activities for which success is dependent on success in earlier questions/activities
 - use, where required, sources or stimulus materials that are clear and appropriate to the task
 - provide clear instructions to ensure that students understand what is required of them
 - do not discriminate on grounds such as gender, disability or ethnicity. Provide students with appropriate time and resources to complete the task.
- b. Develop a marking key that is based on the anticipated range of student responses to the task and reflective of the Grade Descriptions in the syllabus.
 - c. Discuss the criteria from the marking key or rubric with the students.
 - d. Use assessment tasks under specified conditions that are substantially the same for all students.

6.8.2 Assessing student achievement

The teacher determines the tasks that will be used to assess student performance. The set type and number of tasks must conform to the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks will provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study of the subject. The scope of achievement described in the grade descriptors or achievement standards should be reflected in the tasks developed.

Most tasks are completed in-class. Some courses may include tasks that are completed out of-class to assist with preparing for an in-class assessment. Tasks completed entirely at home or are to be avoided. Teachers should limit the use of small value tasks and focus on developing tasks that accurately and effectively reflect the assessment type in the syllabus.

Yr 7-10

All students in Year 7-10 are assessed against the *Judging Standards* defined by SCSA. The *Judging Standards* are the tools teachers use when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as a 'C' grade or a 'Satisfactory' level. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as a 'C' grade or a 'Satisfactory' level.

Yr 11-12

Year 11 and 12 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 exams in all ATAR courses and an Externally Set Task for Year 12 General courses. At the end of a unit or pair of units, aggregate marks are used to produce a rank list of the students. The teacher uses the grade descriptions for the course/stage to assign a grade (A, B, C, D or E) to each student. Each course page provides the grade descriptions and annotated student work samples under the grading heading.

Year 12 students studying a Year 12 pair of ATAR course units and who sit the ATAR course examination will also receive a school mark out of 100 for each unit. For courses with a practical (oral/interview, performance, production or portfolio) examination in addition to a school mark out of 100, schools are required to provide a mark out of 100 for the written component and a mark out of 100 for the practical component.

Assessing individual students working in groups

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 brief provided to the students at the commencement of the task. Teachers should ensure students are not disadvantaged by disengaged group members, and should apply professional judgment in assessing individual performance.

6.8.3 Recording student performance: Yr 7-12

A student assessment record must be kept for all courses in the Compass marksbook:

A student assessment record:

- a. is developed from information in the assessment outline
- b. clearly shows the task titles and/or task numbers
- c. shows the weighting for each assessment task
- d. records the raw mark for each assessment task, as well as including the weighted mark and percentage for the task.

The weighted marks need to be combined to get the final mark out of 100 for the year-long course. The final mark is used to determine the rank order list of students.

For Yr. 7-12, the teacher uses the total weighted mark from all assessment tasks and compares the work to the standards of achievement or grade descriptors when assigning a grade.

Grade cut- offs may provide a notional indication of the grade achieved and these may vary across learning areas. The expected standard for each year group curriculum is described as 'C' or Satisfactory.

6.8.4 Modification of an Assessment or Assessment Outline

If circumstances change during the teaching of a course. requiring the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), then the students must be informed immediately and provided with a written 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 teacher may modify the task in consultation with the HoLA and with the Learning Support Co-ordinator where relevant. An Individual Education Plan may be developed, in consultation with the parent, showing any modifications to the assessment outline.

When a student's personal circumstances limit his/her capacity to complete an assessment task, the teacher may vary the assessment task or submission date, subject to evidence provided by the parent and acceptance by the teacher, in consultation with HoLA, of the evidence as cause to modify the task.

6.9 Student Responsibilities

It is the responsibility of the student to:

- a. attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- b. complete all assessment tasks, including prescribed national, state and system assessments to the best of their ability
- c. maintain a good record of attendance, conduct and progress. A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result
- d. 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 in accordance with necessary guidelines.

6.10 Parent Responsibilities

It is the responsibility of parents and carers to:

- a. notify the College in a timely manner of any circumstances outside of school which may impact their child's wellbeing, behaviour or academic progress, and provide evidence as required
- b. ensure their child attends school unless a valid reason exists
- c. monitor their child's academic progress and encourage positive study habits
- d. follow all procedures as advised by SCBC

6.11 Retention and disposal of student work

Unless specified otherwise, all assessment tasks will be retained by the College in an assessment file. The file holds all the student's marked written assessment tasks. The College will also retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion the course.

In Yr 11 and 12, The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Assessment files are retained for one year after the end of an academic year, after which they are disposed of by the College. Parents wishing to view assessments should contact the relevant HoLA arrange a suitable time to view the assessments.

7. REPORTING AND FEEDBACK

7.1 Reporting Western Australian Curriculum achievement: Yr 7-10

Staff provide a Western Australian grade for each subject in the end of semester reports. Students working according to an IEP receive modified reports that address aspects of the students' learning as set out in their plan.

Where courses are not aligned to the WAC, a class grade may be provided instead.

7.1.2 Ongoing Feedback for key assessments

SCBC Secondary staff utilise Compass to provide students and parents with quality, targeted feedback for major assessments on an ongoing basis *throughout* each semester. This type of ongoing feedback is provided in place of a summative, generic comment at the end of semester for each subject.

The use of targeted, ongoing explicit feedback on major assessments in Compass also helps ensure:

- a. Assessments are retained for record purposes as per SCSA guidelines;
- b. Parents are able to see feedback provided to students on assessments;
- c. Students are more likely to engage with the feedback provided; and
- d. Relevant and timely feedback helps address gaps in student learning.

Each semester, HOLAs are required to work with staff to identify a minimum of three major types of assessment that adequately reflect the skills required in that subject.

Teachers record explicit, timely feedback for major assessments on Compass multiple times per year. Parents and carers are invited to discuss this feedback with staff during Parent/Teacher/Student interviews.

7.1.3 Semester Reports

A formal report is available online via Compass at the end of each semester. This report provides information about each subject regarding WAC grades and subject-related data, as well as affectives for attitude, behaviour and effort.

7.2 Reporting: Yr 11-12

Students in Year 11 and 12 receive course marks and grades in accordance with guidelines specified in the WACE manual provided by SCSA. As a minimum, reports for WACE courses will include a course mark and letter grade.

7.2.1. Reviews and Appeals (Yr 11 and 12)

The College is required to provide students with the mark and grade submitted to the Authority and with the opportunity to query their school-based grades and resolve any issues which may arise. Assessment reviews and appeals are intended to determine whether:

- a. the College's assessment outline conforms with syllabus requirements;
- b. the College's assessment policy conforms with the Authority guidelines;
- c. the College's assessment procedures conform with its own assessment policy; and
- d. whether there are any procedural or computational errors in the determination of the school mark and/or grade.

Following the release of Year 11 and 12 reports, parents and carers are provided approximately one week to submit a written request to review school assessment. When the College receives a written request from a student (or a parent/guardian acting on behalf of the student) to review school assessment, these procedures are followed:

- a. DoCA investigates the student's appeal. The investigation involves the gathering of further evidence relevant to the appeal from the student (or a parent/guardian acting on behalf of the student) and teachers. This typically involves meeting with both parties, conducting interviews and providing opportunity for each party to comment on the perspectives and issues raised by the other.
- b. The interviews are documented and further evidence (if needed) is gathered.

- c. The Leadership team meet to ensure that the appeals process has been conducted fairly, and communicate the decision and justification to each of the parties involved in the appeal.
- d. If a student's appeal is upheld, the student's results (and, where required, the results of other students) are amended.
- e. Where the school's assessment review does not resolve the student's concerns, the student may appeal to the Education Authority.