Catholic Education
Diocese of Rockhampton

ASSESSMENT POLICY

Scope: This policy applies to St Patrick's College ('the College') Mackay conducted by Catholic Education, Diocese of Rockhampton (referred to as Catholic Education in the document).

1. PURPOSE

Weekly formative assessment is the principal mechanism through which teachers obtain data which enables them to evaluate their effectiveness in the classroom.

This data must be consistently fed forward in a dynamic process that is instrumental in guiding and forging the next steps in devising learning goals and success criteria particular to each and every class.

Formative Assessment is the ongoing process of gathering, analysing and reflecting on data to make informed judgments about the progress of individuals and the impact of one's teaching. Whenever and wherever possible the accomplished teacher will work to make the evidence of learning visible to themselves and others.

Consistent use of the classroom 'Placemat' in TrackOne software will greatly facilitate the progressive accumulation of meaningful and actionable evidence.

The more teachers seek feedback about their own impact, the more the benefits accrue to their students.

(For more detailed discussion on these issues refer to the College's Teaching and Learning Framework).

The Role of Feedback - Matching Feedback to Knowledge Level
Learners do not respond to instructors that administer feedback in a mechanical way in the belief that all students are somehow 'the same'. Beginner, intermediate and advanced learners - all of whom are usually in the same class - require different types of feedback. All students are future-focused and the vast majority of them are results oriented. They are aware that past exams and assignments are imperfect specimens and will continue to exert effort provided previous efforts are treated with some respect.

What they do not welcome is critique, which they find unnecessary, lengthy, personal, and hurtful. On balance, let informational feedback outweigh praise, which while important, will not, on its own, improve performance.

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised
- specific to the teaching, learning and instrument
- related to the criteria or standard

- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self assessment.
- ensuring that weekly assessment is located on platforms that are easily accessible to students and staff.

Expectations regarding learning and assessment.	St Patrick's College has high expectations about academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. St Patrick's College encourages all staff to review these courses annually and to apply for QCAA assessor roles. To ensure consistent application of the assessment policy, it will be revisited when each task is presented to students and regularly at staff, curriculum and department meetings. **Principles** The following principles form the foundation of beliefs about assessment practices. Assessment should be: • **aligned** with curriculum and pedagogy • **equitable** for all students • **evidence-based**, using established standards to make defensible and comparable judgments about students' learning • **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning • **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made • **informative** of where students are in their learning. High-quality assessment is characterised by three attributes: • **validity**, through alignment with what is taught, learned and assessed • **accessibility**, so that each student is given opportunities to demonstrate what they know and can do • **reliability**, so that assessment results are consistent, dependable or repeatable.

Due Dates	**School Responsibility** St Patrick's College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. The Assessment schedule will: ● align with syllabus requirements; ● provide sufficient working time for students to complete the task; ● allow for internal quality assurance processes; ● ensure timelines for QCAA quality assurance processes are met; ● be clear to teachers, students and parents/carers; ● be consistently applied; ● be clearly communicated by the end of week 1 of each Unit.
Moderation	Heads of Department are responsible for the quality assurance of assessment to ensure task reliability, validity and comparability. In addition to the steps to ensure task construction is reliable and valid, quality assurance includes management of the moderation strategies used to ensure comparability in the application of standards across the subject cohort to student work. Heads of Department will establish and manage the processes of subject moderation in consultation with subject teachers, the Assistant Principal (Teaching and Learning – Mercy Campus) and the Deputy Principal (Curriculum – Senior Campus). The marking of all assessment tasks must be completed in a timely manner – within 3 weeks of the due date. Return of work and feedback to students, after moderation, should occur within four weeks of the due date. Un-moderated results must not be communicated to students without the prior approval of the Head of Department. LMS comments for each assessment item – which are mandatory in Years 11 and 12 - must focus on improvement strategies.
Student Responsibility	All students will be provided with a hardcopy of their assessment schedule in Week 1 of the Unit. The assessment schedule will be available in Student Café and Parent Lounge. The same routine applies to the exam timetable. Students are responsible for recording these dates in their planners and adhering to them. Students are responsible for planning and managing their time to meet the due dates. The emails of all teachers and Heads of Faculty are available in the student planner as well as on the College website.

Submission and storage of assessment	Assessment instruments will provide information about arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission. All ***summative*** assessment instruments, <u>are to be submitted electronically to ''Turnitin'</u> **<u>and</u>** <u>in hard-copy form to the teacher</u>. Submission is to be no later than 4pm on the due date. Once results have been distributed to students and they have had an opportunity to see

	their assessment, all hard copies must be retained by staff. If the relevant subject line does not coincide with the due date, the class teacher will make arrangements with the front office staff for the collection of the hard copy. *Under no circumstances is there to be any variation in the due date for subjects taught by a variety of teachers.*

2. Internal Assessment Administration

Scaffolding	When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with student's ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding may include: • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response.
Checkpoints	The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Heads of Department and parents, about potential issues will help resolve any potential assessment completion dates.
Drafting	Providing feedback on a draft is a consultative process, not a marking process. **Teachers should not allocate a notional result** for draft student responses. Teachers must use drafts to fulfil three important requirements. 1. If circumstances arise that prevent a student from submitting a completed assignment, a draft can then be marked and used in place of the missing final submission. 2. A draft allows a teacher to provide, and a student to receive, vital feedback to help a student develop and improve their work.

3. Drafts are used to authenticate student work. This means making certain that the work belongs to the student, not a parent or tutor, and making certain that the work is not plagiarised. While it is the student's responsibility to ensure that work is original and properly referenced, teachers are expected to determine authenticity of student work and ensure that it complies with syllabus requirements.

The quality of a draft may vary from a brief outline to a response that is nearing completion. The depth and detail of feedback provided to the student must relate to, and be in proportion to, the quality and quantity of work provided by the student.

Students in all years are expected to produce and submit a draft for written tasks and to present evidence of preparation for non-written tasks. This includes any checkpoints as stipulated by the task. The nature of the draft produced will depend upon the subject and the assessment technique. For example, where the assessment type is a presentation, a draft might be a rehearsal of the presentation either filmed or in person. Before submitting a draft, students may be required to submit an outline or discuss their approach with the class teacher.

Work that is not the student's own cannot be used to make a judgment

When authorship of student work cannot be established, or a response is not entirely a student's own work, the College will do one of two things:

a) provide an opportunity for the student to demonstrate that the submitted response is their own work or
b) make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

The following principles apply:

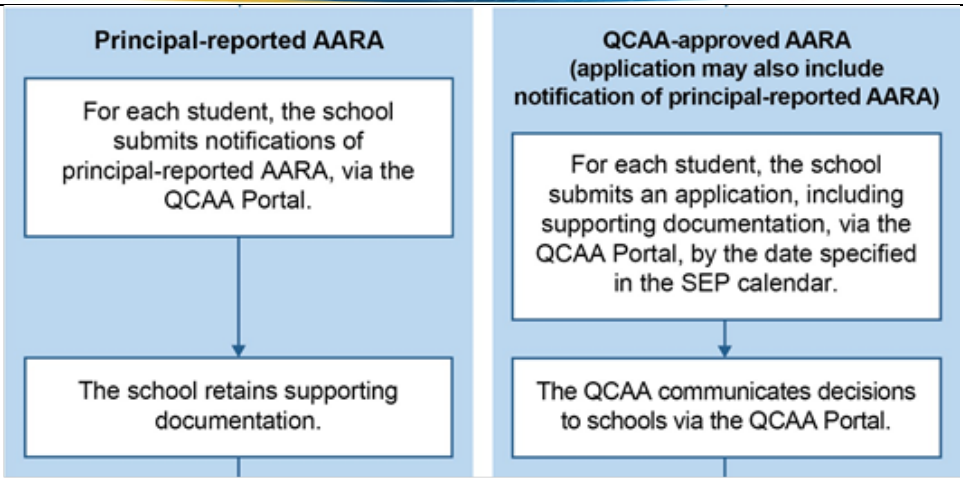
- deadlines for draft submission are provided at the time that tasks and final submission deadlines are issued
- written drafts will be submitted via Turnitin to allow plagiarism scanning to occur as a measure of authenticity
- teachers are not expected to accept/read/respond to drafts submitted after the draft deadline; however, that draft must be retained in case a final submission is not forthcoming.
- teachers will read and respond to drafts in a timely manner, in the date/time order received, with the understanding that receipt of a large number of drafts at deadline may limit turn-around time.

Teacher's role in providing feedback

Teachers **MUST** provide feedback on **one student draft** if submitted by the due date. Feedback should encourage a student to reflect on strategies they might use to refine their response.

	How much feedback should teachers provide on a draft? Feedback **must not** compromise the authenticity of student work. This means that teachers: • may not introduce new ideas, language, or research to improve the quality of student responses. • may indicate some key errors in spelling, grammar, punctuation, and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft. • may encourage students to conduct further investigation to support an argument or adhere more closely to the referencing style. • may advise students to give priority to particular points by rearranging the sequence and structure of ideas. • MUST provide students with feedback if the draft response does not match the required length. It is easier for teachers to provide feedback, and to maintain a record of that feedback, if work is submitted using Turnitin.
Non-submission of drafts	Drafting requirements (and checkpoints) are outlined on assessment tasks. It is important that these guidelines, including checkpoints, and draft due dates, are adhered to for quality assurance purposes. Students who do not submit a draft may be required to attend a supplementary session to produce work which can be used for the purpose of authentication and interim evidence. Teachers will notify the parent/guardian, Heads of Department and House Coordinator if a student does not meet identified checkpoints or submit a draft on the due date. Heads of Department will notify the Assistant Principal, Teaching and Learning (Mercy Campus) or the Deputy Principal (Senior Campus) of those students who are not meeting their academic responsibilities with regards to assessment. Further consequences will be applied depending on the situation.
Extensions for Year 7, 8, 9 and 10 (Mercy Campus)	These may be granted by the Head of Department after consultation with the class teacher and submission of a formal application. However, they must be applied for 7 days before the due date unless there are unforeseen medical or compassionate grounds. Extensions will not be granted automatically.
Extensions for Year 11 and 12 assignments and Comparable examinations. (Senior Campus)	These may only be granted by the Deputy Principal and by the submission of a formal application. All extensions in Year 11 and 12 must be recorded on the QCAA website and governed by QCAA thresholds. They must be applied for at least 7 days before the due date unless there are unforeseen medical or compassionate grounds. Under absolutely no circumstances will a student be granted an extension to an assignment, or an examination rescheduled, as a consequence of actions that are the result of choices exercised by a student or of their parents/carers/grandparents. This

	includes events such as family holidays/reunions or sporting events/music concerts or festivals etc. However, the school can approve absences for school, district, regional state or national representation for school-supported sport/artistic endeavours. In the case of examinations the College can make provision for comparable assessment. Assignment extensions and comparable examinations can also be afforded to a student on compassionate grounds or when they succumb to illness or misadventure. (see AARA below for more detail) However, the latter must be of such a nature and sufficiently serious that an adverse effect on performance is either demonstrable or a foreseeable outcome. (A medical certificate, which simply states that a consultation with a doctor took place, will not meet these conditions.) A student who is unable to attend school for scheduled exams should inform the College as soon as possible. Alternate comparable assessment may occur if the Deputy Principal is reasonably satisfied that the need for an adjustment exists, but again only if the event is unforeseen and beyond the student's control or that of their parents. Neither class teachers nor Heads of Department have the authority to grant extensions to Year 11 and 12 students.
Access arrangements and reasonable adjustments including illness and misadventure (AARA) Year 11 and 12 only	St Patrick's College is committed to reducing barriers to success for all students. Access arrangements are actions taken by the school to minimise as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on will be logged in the student's file. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent to a course of study. Assessment standards and ISMGs are not modified. Actual achievement is assessed rather than perceived ability or potential achievement. All AARA adjustments for summative assessment in Units 3 and 4 require either notification of the QCAA or an application to the QCAA, depending on the nature of the adjustment sought. Most are subject to QCAA approval. The scope of Principal-reported AARA's excludes provision for extra time/restbreaks in summative internal examinations. This requires an application to, and approval of, the QCAA. Principal-reported AARAs that do not require QCAA approval include food, drink, diabetes management, individual instructions, medication, physical equipment to alleviate discomfort and variation to seating.



Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. such as misreading as assessment timetable)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- A student who is unable to attend school for scheduled internal assessment (e.g. an exam) should inform the College as soon as practical.

This may be before, during or immediately after the assessment session. The re-scheduling of an exam or other arrangements for a student to complete the assessment, such as comparable assessment administered on a different date may occur if the Principal of Principal's delegate is reasonably satisfied that the need for AARA exists. The decision will be governed by the following principles:

- The event is unforeseen and beyond the student's control.
- The illness or misadventure is of such a nature that it constitutes a demonstrable adverse effect.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

The same rules will apply with regard to the granting of an extension to the due date for submission or completion of an extended response project or performance.

If AARA is unable to be implemented, the school may use evidence gathered by the student's teacher during assessment preparation time to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Where the school is unable to provide any evidence of a student response, but the student has completed the required learning as outlined in the relevant syllabus, the school or student should complete an application for illness and misadventure provisions.

	In all cases that require complex or extensive adjustments, the Principal or Principal's delegate will contact the QCAA for pre-application advice Timelines For existing long-term and chronic conditions QCAA-approved and principal-reported AARA, applications are due by completion of Units 1 and 2. Applications must be supported by both a school statement and an accompanying medical report. When a student has been verified as part of the EAP process, this may substitute for a medical report. For long-term conditions and where a student is not covered by an EAP, medical documentation must be dated no earlier than 1 January of the student's Year 10 enrolment. From the perspective of their Year 12 assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months. For short-term conditions, including mental health conditions or temporary injuries which may improve or deteriorate over time, supporting medical documentation must be dated no earlier than six months prior to the relevant summative internal Unit 3 or 4 assessment event. For external assessment, no earlier than 1 April of the assessment year. Illness and misadventure – external assessment The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator. A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.
Submissions for Year 7, 8, 9 and 10 (Mercy Campus)	All assignments must be submitted with the task sheet, standards schema and title page attached. All subjects will require drafts, and usually research notes, to be submitted. It is the responsibility of the student to keep a copy of the final assignment. Students should submit their assignments directly to their classroom teacher, or if absent on the day of submission, electronically by email (using a 'send receipt' request). No work is to be submitted through another teacher or student. If the assignment is submitted electronically, it will only be registered as submitted once the teacher replies to indicate they have received the work. It is the student's responsibility to request a 'received confirmation'. Students absent from the college for traineeships, apprenticeships, work placement, sporting or cultural commitments, camps etc. must make the necessary arrangements with their teacher to submit assessment in advance of their departure.
Submissions for Year 11 and 12 (Senior Campus)	Assessment instruments will provide information about arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission. All ***summative*** assessment instruments, including the ISMG, are to be submitted electronically to ''Turnitin' **and** in hard-copy form to the teacher. Submission is to be no

	later than 4pm on the due date. Students absent from the college for traineeships, apprenticeships, work placement, sporting or cultural commitments, camps etc. must make the necessary arrangements with their teacher to submit assessment in advance of their departure. If the relevant subject line does not coincide with the due date, the class teacher will make arrangements with the front office staff for the collection of the hard copy. *Under no circumstances is there to be any variation in the due date for subjects taught by a variety of teachers.*
Non-submission for Year 7, 8, 9 and 10 (Mercy Campus)	If an assignment is not submitted on the date due, the student will be graded on drafts. If a student is absent on the day the task is due, it is a requirement that the work is submitted electronically, with the identical paper copy provided to the appropriate teacher on their return to the College.
Non-submission for Year 11 and 12 (Senior Campus)	If a student fails to submit assessment by the due date, or is absent for an exam, the Unit is incomplete. Incomplete Units do not provide credits for the QCE (Year 11 and 12) the affected subject will also no longer contribute to a student's ATAR score (Year 12). However, as it is compulsory for all students to submit one draft, this will be used for assessment if no final copy is submitted.
Managing assignment length	Students must adhere to assessment response lengths. Teachers can use strategies to assist students to meet these assessment conditions. If the response length is exceeded teachers must either: mark only the work up to the required length (excluding evidence over the prescribed limit) or allow students to redact their responses to meet the required length. <u>It is a mandated requirement for teachers to provide students with feedback if the draft response does not match the required length.</u>
Academic integrity (Authenticating student responses)	Year 11 students are required to complete QCAA academic integrity courses before the commencement of the Senior Syllabus (Year 11 & 12) Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements. When developing an assessment instrument, teachers should consider how student authorship of final responses will be established. Teachers may: • set an assessment task that requires each student to produce a unique response • vary assessment tasks each year so students are unable to use other students' responses from previous years • set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers should collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using Turnitin.
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers should:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students should:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to
    - submit a draft
    - submit the final response using Turnitin
    - participate in interviews during and after the development of the final response.

Parents/carers should:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

	Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the college will: • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

Managing Academic Misconduct

Types	Description
Collusion	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students.
Under exam conditions	A student: • Begins to write during perusal time or continues to write after the instruction to stop writing is given. • Brings into exam room and/or uses unauthorised equipment of materials. • Has any notation written on the body, clothing or any object brought into an assessment room. • Communicates with any person other than a supervisor during an examination, eg. through speaking signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. • A student distracts and/or disrupts others in an assessment room. • A student deliberately or knowingly makes it possible for another student to copy responses or copies another student's work during an exam. <u>In all of the above scenarios, students must be advised to refrain from engaging in these practices, unauthorised material or notes confiscated, but the student must be allowed to continue with the examination.</u>
Accessing, transmitting or receiving unauthorised assessment	A student is party to either accessing, transmitting or receiving unauthorised or secure assessment materials in whole or in part that compromise the integrity of the assessment.
Plagiarism or lack of referencing	• This is defined as the representation of the ideas or work of another person as the student's own. It includes word for word copying of sentences or whole paragraphs from one or more sources such as books, articles, Internet sites, without referencing. • Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work • A student invents or exaggerates data or lists incorrect or fictitious references. Submitting another student's work in whole or in part.

	• Submitting work which has been written by someone else such as a tutor, parent/carer or sibling. Commissions a person or AI service such as Chat GPT to complete a response to an assessment.
Where evidence exists of misconduct, the academic consequences of breaches will entail the marking of only that work which is not the product or fruit of any identified malpractices.	

Non-Attendance for Examinations

St Patrick's College Assessment Policy states that attendance at scheduled examinations is **compulsory** for all students. This applies to exams that occur in scheduled exam blocs **as well as exams** scheduled to take place in class. This applies to written tests, performances, oral presentations, speeches, debates and all other forms of practical examinations. Unless prior notification of an absence occurs – except in the case of misadventure or the sudden onset of illness – students will not be afforded an opportunity to sit the exam at a later date.

The following procedure will be followed when a student is absent from an examination due to **illness or misadventure**.

Parent/Guardian is notified via email by teacher or College Secretary

Year 7 & 8

Parent/guardian note explain the absence is written in the **Student Diary**

Student will sit the exam in the next appropriate lesson

Year 9 & 10

Parent/guardian to complete an **Absent for Exam Form** and submit for approval

Student will attend a supplementary

Year 11 & 12

Illness or misadventure

A medical certificate or professional report is submitted with an application for **Access Adjustment and Reasonable Adjustments**

Internal Exams: on approval of AARA application, a comparable examination will be devised.

Change of subjects in Year 11 and 12

It is possible that students may experience difficulties with their original subjects. Should this occur, students may make applications for a proposed change of subject. Forms are available from the front office. Applications for proposed changes can be made by students only on completion of Unit 1 (May) and of Unit 2 (October). The end of Unit 2 coincides with the end of Term 3 in a student's Year 11 year. Not all requests for changes can be accommodated as sometimes subjects are full – classes have a maximum capacity, or subjects may share a timetable 'line'. Changing subjects can have significant consequences that could affect a student's eligibility for both QCE and ATAR. While it is a student's responsibility to understand the requirements which are outlined below, it would behoove staff to be familiar with these requirements. Change of subjects is an important issue that needs to be discussed with teachers and parents.

In order to achieve the Queensland Certificate of Education (QCE)

- students must acquire a minimum of 12 core credits and 8 additional credits – 20 in total;
- each two-year course is made up of four units. Credits can only be awarded for units completed and passed. (C or above);
- students cannot acquire any core credits from discontinued or incomplete two-year courses, even if Units 1 and 2 were successfully completed;
- alternatively, NO core course credits can be awarded for a completed course if Units 3 and were not completed and passed (C or above).

In order to achieve an ATAR

- Students must complete and pass an English subject (achieve a C or above for Units 3 and 4). However, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.
- ATAR calculations, for all subjects, are based exclusively on the results of units 3 and 4. While this allows scope for subject changes, it could affect QCE eligibility (see above) and cannot occur after the commencement of Unit 3 in Term 4 of Year 11.
- Students must have completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above.
- Achieving an ATAR does not guarantee tertiary entry. Each university specifies the course prerequisites, and these are provided by QTAC.

For more detailed information relating to ATAR and the QCE, and specific subject requirements, please refer to the College Information Handbook.

Reporting – Interim Reports

The format of the interim report does not allow for or require the specific detail included in the end of semester report. However, it should provide timely advice to parents and guardians about how students in Years 7-11 are settling into their new work and/or College life and how well students in Year 12 are resuming their studies.

c Progress	Work Habits	Behaviour	Task Completion
typically demonstrates a high level of knowledge and rstanding of the facts, epts, procedures	VG Consistently focused and industrious demonstrates a strong desire to improve	VG Consistently demonstrates behaviour that sets the standard for her/his classmates	VG Always completes set tasks on time
typically demonstrates a level of knowledge and rstanding of the facts, epts,procedures	G Attentive and productive demonstrates some persistence	G Consistently abides by expected classroom standards of behaviour	G Frequently completes set tasks on time
typically demonstrates a d level of knowledge and rstanding of the facts, epts, procedures	S Generally attentive but could take more time and effort to improve the standard of work	S Usually abides by expected classroom standards of behaviour	S Generally completes set tasks most of the time
typically demonstrates a d level of knowledge and rstanding of the facts, epts, procedures	NI Requires frequent prompting to remain focused	NI Frequently disregards expected classroom standards of behaviour. Requires frequent use of the responsible thinking process	NI Requires frequent prompting to complete set tasks
typically demonstrates a limited level of knowledge understanding of the facts, epts, procedures	NSI Easily distracted and requires constant prompting to remain focused	NSI Constantly disregards expected classroom standards of behaviour. Visits to the responsible thinking classroom are frequent	NSI Hardly ever completes set tasks even with constant prompting
ficient data available			

Interim reports are produced electronically using the webBook portal via the TASS. Teachers enter report data as per the prescribed timeline and reports are then published to the web via the Parent Lounge portal.

Subject teachers must pay close attention to the descriptors in the Matrix for guidance in order to achieve an accurate match of evidence when making calls on categories such as behaviour, work ethic etc. For example, do not confer an NI or NSI for behaviour if you, as class teacher, have not referred a student to the RTC.

On the Mercy Campus, after subject report data has been entered Homeroom teachers supply a brief and general comment. All students are reported on for the subjects they are enrolled in and supplied with an appropriate comment from the Homeroom teacher.

Parents and guardians who have specific concerns are invited to arrange an interview with the appropriate teacher(s) directly. There are no formal interviews associated with the Interim Report.

Reporting – End of Semester Reports – Years 7 to 10

End of semester reports are produced electronically. Teachers enter report data as per the prescribed timeline and reports are then published via the Parent Lounge Portal.

Reports for Years 7-10 are prepared using the College intranet. Overall Achievement is reported as Standards derived from the appropriate QCAA, Australian Curriculum, Assessment and Reporting Authority syllabus. These Standards describe student achievement where:

A indicated a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes and/ or skills.

B indicates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes and/or skills.

C indicates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes and/or skills.

D indicates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes and /or skills

E indicates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes and/or skills.

Differentiation within these standards is achieved using + and – A+ is the highest possible result and E- is the lowest.

Reports for Years 11 and 12 are also prepared using the Webbook portal via the LMS.

An A+ through E- is used as an overall indicator of progress for the subject (A+ to E-).

Heads of Department set the calculation rule in Webbook for each subject and teachers are responsible for ensuring student results are accurate.

It is important to note that all grades issued on Years 12 reports are **provisional** until such time that they have been validated by QCAA Confirmation processes.

Grade boundaries for Year 11 and 12 are reflected below:

Grade		Percentage
A+	≥	94
A	≥	88
A-	≥	82
B+	≥	76
B	≥	71
B-	≥	65
C+	≥	58
C	≥	51
C-	≥	44
D+	≥	38
D	≥	31
D-	≥	25
E+	≥	17
E	≥	8
E-	≥	0