



# REPORTING AND ASSESSMENT YEAR 11-12 PROCEDURES

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## Purpose

In the education partnership between students and the Peter Moyes Anglican Community School (the School), both share major responsibilities and requirements. Students must be fully aware of the expectations that the School places on them and the School must provide detailed information relevant to its students' progress.

The School is bound by the procedures of the School Curriculum and Standards Authority (SCSA) which administers assessments, including examinations, in order to ensure that they are valid, educative, explicit, fair and comprehensive.

## Guidelines

1. The School aims to report the achievement of students to parents/guardians and the School community as appropriate, in the form of Reports to parents, Annual Reports or Reports to the School Council.
2. Student achievement is formally reported to parents/guardians twice a year. Reports outline levels of student achievement across Learning Areas for WACE courses in Years 11 and 12. Formal reports to students are detailed in terms of stating Semester and/or Year Grades, a measure of learning attributes. Marks and Examination results are included, as applicable.
3. Formal Collaborative Learning Conversations involving student, parents and teachers are held annually that offer opportunities for parents/guardians to discuss Reports and student achievement with staff.
4. Parents/Guardians have the opportunity to contact staff between reporting times, as the need arises.
5. Parents/Guardians of students in Years 11 and 12 can view their child's achievement and assessment marks through the SEQTA Portal, the School's learning management system.
6. Parents/Guardians of Kindergarten and Pre-Primary students are provided with a hard copy Report.
7. In Years 11 and 12, students are provided with Course and Assessment Outlines via the Course SEQTA pages. This provides students and parent/guardians with information relating to each assessment item that is used for grading purposes.

8. The School compiles an annual Performance Report which provides analysis of student performance in WACE, NAPLAN and OLNA. These results are also communicated to parents through a variety of School publications such as Newsletters and Annual Reports.
9. The Principal informs the School Council of students performance and attainment on a regular basis.

## **The Purpose of Assessment**

These Guidelines clarify the processes and responsibilities of the assessment processes within the School. Assessment policies and examination rules and requirements are based on those determined by the School Curriculum and Standards Authority (SCSA), which are as follows:

### **Valid**

The content of courses in Years 7 - 12 is based on syllabus design provided by SCSA. It sets out the mandated curriculum; guiding principles for teaching; learning and assessment; and support for teachers in their assessment and reporting of student achievement. The distribution of marks provides a valid and reliable ranking of candidate achievement in the course based on defined judging standards.

### **Educative**

Performance in SCSA and School courses provide information to students about their achievement which provides information to teachers about standards and assist them with curriculum planning.

### **Explicit**

SCSA assessment tasks, moderation procedures and marking keys are representative of course content and standards.

### **Fair**

Curriculum support materials are available to assist teachers to implement the Western Australian Curriculum and Assessment Outline. The Disability Standards for Education 2005 developed under the Commonwealth Disability Discrimination Act 1992, provides the same rights to candidates with disabilities.

### **Comprehensive**

Curriculum design draws on a range and balance of item types suited to all courses.

The completion of assessments assists teachers, students and their Parents/Guardians to:

- monitor the progress of each student
- provide feedback to students on their progress
- report student achievement to parents/guardians
- adjust current learning programmes
- develop future learning programmes
- plan and maintain whole-school reporting and accountability



## Types of Assessments

Assessment is used to monitor student progress and achievement. The three main types of assessment are diagnostic, formative and summative.

**Diagnostic** assessments are used to identify student strengths and weaknesses. They may be used before or during a learning cycle to assess student learning needs and any gaps in skills, knowledge and understanding.

**Formative** assessments are used to monitor student progress during a teaching and learning cycle. They can be used to give a student feedback about how well they have performed or what they need to do to improve. They can also help a teacher judge how much students have learnt and whether all students are able to demonstrate their ability.

**Summative** assessments are used to make a 'final' determination of student achievement. They typically come at the end of teaching and learning cycle. The length of a teaching and learning cycle vary. Summative assessments should enable students to demonstrate their ability.

All students and parents/guardians should note how each type and weighting of assessment contributes to the final result, awarded to the student.

The School shares with students a list of the verbs which provide the focus of a question. These key words are common across all courses, although some terms may have a specific meaning that derives directly from the content and the language of the course. Students are encouraged to review the glossary of key words for accuracy to assist them in obtaining optimum assessment marks.

The following assessment tasks listed below are typical of those that may be incorporated into a course or subject assessment structure at the School:

- In-class validation tests
- Homework and classwork
- Practical tasks, including performances, productions, presentations, demonstrations
- Investigations, projects, extended tasks, essays, reports and exhibitions
- Out-of-class assessments
- End of topic tests
- Semester Examinations
- Externally Set Tasks for General Pathway courses
- Affective factors including attitude, effort and participation.



## **Deadlines**

The dates for all assessments are set within the Assessment Outline and published for each course. These may be varied in discussion with the students if any special need arises and the revised date re-publicised.

No less than seven days' notice of an impending test must be given, and students will be informed of any changes.

Students will not be permitted to re-sit any assessment task once it has been handed in for marking. Teachers may require a piece of unsatisfactory work be repeated if necessary to cover expected outcomes of the course. In some instances, the mark may be adjusted.

For all assessment tasks, students must behave and conduct themselves as expected. These are outlined in the Secondary Assessment Policy, unless otherwise specified by the teacher.

## **Practical Assessments and Investigations**

Students are expected to complete all set work by the due date, and all out-of-class work must be verified as the own work of the student. Suitable strategies may be used to validate students have completed assessments without unfair assistance by the use of in-class validations and the Turnitin platform.

To authenticate that the student has completed out-of-class assessment tasks without unfair assistance, strategies such as the following may be used:

- teacher monitoring of student progress
- administration of the task in class with open access to reference notes
- validation of student understanding by an in-class assessment task written under test conditions after the submission of an out-of-class component
- requirement of a signed student declaration stating that all unacknowledged work is the student's own.

## **Authenticity of Work**

SCSA states that a student's work must be authentic.

All work submitted for school assessment must be the student's own work. Any material that is included for assessment task that is not the work of the individual student must be acknowledged appropriately. Any activity that enables a student to gain an unfair advantage over other students in a school assessment task will be penalised in accordance with the School's Assessment Policy.



Unacceptable activities by a student include, but are not limited to:

- Copying someone's work in part, or in whole, and presenting it as their own
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Paying someone to write or prepare work
- Submitting work to which another person such as a parent, tutor or subject expert has contributed substantially
- Using material directly from sources such as books, journals, the internet or use of Generative Content (AI) without appropriately acknowledging the source
- Building on the ideas of another person without reference to the source
- Using the words, ideas, designs or the workmanship of others in practical tasks (oral, performance, production, portfolio submission) without appropriate acknowledgement
- Using non-approved materials and/or equipment during an assessment task or examination.
- Assisting another student to engage in an activity that will enable them to have an unfair advantage over other students
- All the work submitted as part of a Year 12 practical ATAR Course eExamination must be the student's own work. Any material included that is not the work of the individual student must be acknowledged appropriately.

The School's policy includes adherence to the Academic Integrity and Referencing Guide, which available on the Portal.

## **Information Provided to Students**

A Course Outline, including task deadlines and Assessment Outlines must be provided to students at the start of the learning programme. Programmes and Outlines that are adjusted or changed during the course of a term or semester must be communicated to students and their parents/guardians.

Copies of Course and Assessment Outlines are provided to all students and located on SEQTA. They allow students and their parents/guardians to access these important documents both at School and home.

Teachers will provide the following programme information at the start of the School year or semester:

- the Syllabus
- the School Assessment Policy
- the Course Outline, including the content, sequence and timing of content
- the Assessment Outline.



An Assessment Outline must include the following assessment information in the course, with provision for those students who need adjustments due to their identified learning diversity needs:

- the type/format
- the weighting
- the description of the task and required length
- an indication of the content covered
- outcomes or syllabus points
- approximate timing in terms of which week in the semester or year.

In each Course, assessment tasks occur during the semester or year, including examinations. Most tasks are completed in-class. Tasks completed out-of-class must provide evidence that it is the student's own work. In most cases, students will be required to complete a validation in-class task to acknowledge the efficacy of each student's out of class preparatory work.

Each assessment provides required evidence of student achievement and progress, the combination of which is used by the teacher to assign a Grade at the completion of the course. Teachers will provide Assessment feedback on the student's SEQTA, with guidance about how best to undertake future tasks.

The Course requirements for each assessment task will be clearly described in writing; specifically, what the student needs to do, often indicating the steps involved for extend tasks. Where appropriate, the criteria against which the task will be marked or rated will also be provided, usually on SEQTA.

Teachers will notify students with sufficient time of Assessment Outline changes for effective preparation. It is a teacher's responsibility to manage the Assessment Outline. It is the student's responsibility to provide evidence of achievement by the published timeline. Parents/Guardians will be notified in cases where concern for their child's progress emerges.

Teachers will inform parents/guardians in the event that their child does not complete an Assessment as required through written or verbal contact.

Students in Years 11 and 12 are encouraged to access the syllabus and other sample documents, such as sample examinations for each Western Australian Certificate of Education (WACE) course online at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## **Procedures**

1. All students must adhere to the Reporting and Assessment Policy.
2. The Reporting and Assessment Policy is communicated to students and parents/guardians at the beginning of each year.
3. Teachers have the responsibility to ensure that each assessment is administered in accordance with the Reporting and Assessment Policy.



4. Parents have the responsibility to ensure that they meet the requirements of communicating with the School as set out in the Reporting and Assessment Policy.
5. Students have the responsibility for ensuring their work is authentic, as proclaimed by the School Standards and Curriculum Authority.

## **Responsibility of the Student**

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result). If a student is 'at risk', an Academic Action Plan may be implemented
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks.

## **Assessing student achievement**

At the School, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses, and for students enrolled in English as an Additional Language or Dialect (EAL/D) the common oral assessment task (COAT), and an Externally Set Task (EST) for Year 12 General and Foundation courses.

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions at the end of the course completion.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

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

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

Where a student's disability, specific learning needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the Head of Learning Diversity and the relevant Head of Department.



## **Vocational Education Training**

Students taking a Vocational Education Training (VET) course must complete their assessments in order to gain their full Certificate. Failure to submit any aspect of current Unit of Competency Assessments by the due date will be required to attend school during Exam Periods to complete work outstanding. Assessments can be submitted and resubmitted up until the final week of the Certificate course, as outlined by the Course Outline.

Students should refer to the Careers and Pathways Coordinator for further clarification on their Certificate courses and Workplace commitments.

## **Year 12 General and Foundation course Externally Set Task**

All students enrolled in a Year 12 General or Foundation course are required to complete an Externally Set Task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task under test conditions at the first available opportunity, generally within two days of the student's return to School. If this is not until after the date that SCSA requires the School to submit the EST marks, then the School will determine if the reason for non-completion is acceptable

If the reason is acceptable to the School, the teacher will decide on an alternate assessment task if, in the opinion of the teacher, the task is no longer confidential.

If the reason is not acceptable to the School, the student will be allocated a mark of zero.

## **Year 11 and 12 ATAR course School Examinations**

School 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 is included in the Assessment Outline.

A written examination will be held in all ATAR courses at the completion of a Unit, typically at the end of Semester 1 and the end of Semester 2.

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

In Year 11, written examinations are typically 2 or 2.5 hours in duration.

In Year 12, all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

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

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

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

Where health issues or personal circumstances prevent a student from completing one or more School examination, the student and parent must inform the School on the morning of the examination. The School will determine whether the reason is acceptable.

If the reason is acceptable to the School, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score may be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination. If this cannot be practical, the student will have their examination weightings of that semester set at the 100% weighting.

If the reason is not acceptable to the School, the student will be given a mark of zero.



## **Security of assessment tasks**

Where there is more than one class studying the same pair of units at the School, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. 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 works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

## **Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks. To assist students, the School will establish an assessment file for each student for each course. The file holds all the student's marked written assessment tasks. The School will 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 of the pair of units. SCSA may request access to these assessment files for moderation purposes so students must retain their files until the School's grades are approved by SCSA, at the conclusion of student appeals process at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the School.

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

## **Modification of the assessment outline**

If circumstances change during the teaching of a pair of units, requiring the teacher to adjust scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline. This will be uploaded on the SEQTA course pages.

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

## **Students with a disability**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including School examinations) adjusted by the teacher in consultation with the Head of Learning Diversity and the relevant Head of Department in consultation with the Dean of Teaching and Learning . These adjustments will be consistent with those described in the SCSA *Disability Adjustment Guidelines*, which can be accessed from its website:

<https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>



Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

For Year 12 students with a diagnosed disability which has functional impact on their performance, the School will apply to SCSA at the start of the Year 12 academic year for consideration of special examination arrangements. The granting of special examination arrangements by SCSA is not automatic.

Where SCSA approves arrangements for the ATAR course examinations, these arrangements may differ from those the School has used for school-based assessment. Students should note that as the School is a SCSA examination centre all written examinations for all students will be conducted at the School.

### **Completion of a pair of units**

A grade of A, B, C, D or E is assigned for each pair of units completed.

Students are required to:

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

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Department. Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the relevant teacher at the earliest opportunity before the scheduled date. The School will determine whether the reason is acceptable.

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

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

Where an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the School, the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), or
- 20% reduction in the mark (if submitted two school days late), or
- 30% reduction in the mark (if submitted three school days late), or
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the School, the student will receive a mark of zero.

### **Acceptable reasons for non-completion or non-submission of an assessment task**

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



- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the Externally Set Task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.
- In-such cases, the parent/guardian must:
  - contact the School before 8.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
  - provide either a medical certificate or a letter of explanation immediately following the student's return to School.

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

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

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task such as a family holiday in term time.

**Extensions:**

Students may request an extension for submitting work, or sitting an in-class assessment, however these will only be granted in exceptional circumstances. Teachers will make their judgement in consultation with the Head of Department.

An extension request must be submitted to the Course teacher a minimum of 3 days prior to the assessment date.

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

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching programme, the completion or submission of one or more assessment tasks and/or completion of the School examination timetable, students will be advised by the School of adjustments to the task requirements and/or the assessment outline. The School may rely on SCSA for assessment advice in such circumstances.

## **Cheating, collusion and plagiarism**

Students must not engage in a dishonest act to gain an unfair advantage. This is considered as cheating, colluding and plagiarising.

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking that is not their own original work for which:

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

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to their relevant Head of Department. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

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

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

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

## **Transfer between courses and/or units**

If a student commences a pair of units late, they may 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 via a meeting with the Dean of Teaching and Learning, in consultation with the Head of Operations.

At the School, the deadline for student transfers in Years 11 and 12 is Friday of Week 4 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring, and the School will develop an assessment programme to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment programme that differs from other students, the student will be provided with an individual Assessment Outline showing how a school mark for the pair of units will be determined.

In Year 11, students can transfer at the end of Semester 1, where class numbers enable. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the March Round of



the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the WACE Manual published by SCSA.

### **Transfer from another school**

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to SCSA's recommended last date for student transfers between pairs of Year 11 units, to provide the School with evidence of all completed assessment tasks from their previous school.

This information will be used by the School to determine what additional content and assessment tasks that the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a student in Year 11 transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the SCSA. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course that they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

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

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

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

### **Reporting student achievement**

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

- a grade<sup>1</sup>
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark<sup>2</sup> (calculated from the weighted total mark).

At the end of the year, students will be provided with a statement of results from the School in lieu of an End of Year Report which lists the School Mark and Grade for each pair of units. These are the results which will be submitted to SCSA. Successful completion of VET qualifications and endorsed programmes are also listed on the statement of achievement.

All final Grades are subject to approval by SCSA at the end of the year. Students will be notified of any changes from SCSA's review of the students' results submitted by the School.

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<sup>1</sup> The semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

<sup>2</sup> As above.

## **Reviewing marks and grades**

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

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Head of Department.

The student or their parent/guardian can request, in writing, that the School conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the School's Assessment Policy
- procedural errors have occurred in the determination of the course Mark and/or Grade
- computational errors have occurred in the determination of the course mark.

The Principal, or 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 SCSA using an appeal form which is available from their website. SCSA representatives will then independently investigate the claim and report to their student appeal committee.

If the committee upholds a 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 Results, as necessary.



## SCSA Handbooks for Students and Parents/Guardians

The SCSA website is invaluable for parents/guardians and students.

For students in Years 11 and 12, the **Student Information Handbooks Parts I and II** are crucial resources to navigate the final two years of secondary schooling.

**The WACE Manual provides information on the Western Australian Statement of Student Achievement, the Western Australian Certificate of Education and the ATAR course Report. This is located at the SCSA website.**

## Related Documents

Academic Integrity and Referencing Guide  
Examination Rules and Responsibilities  
Review of Student Learning  
Assessment and Reporting Policy  
School Curriculum Evaluation

## Related Links

[School Curriculum and Standards Authority \(SCSA\)](#)  
[Disability Adjustment Guidelines](#)  
[SCSA Student Portal](#)  
[SCSA Student Portal Help](#)  
[OLNA](#)  
[Your Guide to the WASSA WACE and ATAR](#)

