



3.1.1 Secondary Curriculum Policy

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Note: This Policy replaces Policies 3.1.1, 3.3.2a; 3.3.3 and 3.3.4

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.

Parent Communication

“No Surprises” Policy

Although parents have access to student results through SEQTA Engage, 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 must notify parents via email if:

- a) student performance is inadequate and/or below a “C” grade; or
- b) a student's results drop significantly compared to previous achievement.

As well as informing parents of a decline in a student's performance, the teacher is required to make recommendations as to how the student can improve, and timeframes for monitoring progress.

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

E-mail and telephonic communication with parents is encouraged. If a parent does not respond to email communication, the teacher is required to follow up with a phone call. Where the decline in student effort or performance is significant (according to the professional judgment of the teacher and HOLA), parents should be invited to attend an in-person meeting with the teacher to help formulate a plan for academic improvement. Parent contact details are available through SEQTA.

Records of Interactions with Parents

Summaries of all communications with parents are to be recorded on SEQTA under the Parent Interaction heading. 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.

Parent-Teacher-Student Interviews

As well as ongoing communication with parents regarding students of concern, SCBC Secondary holds two Parent-Teacher-Student Meeting afternoons annually. The purpose of these 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 all aspects of student performance;
- c. parents and students to have any questions answered; and
- d. students to be invited to reflect on their performance and to be supported in formulating plans for continued improvement.

An Information Evening is held in Term Two for Year 10 students and their parents to explain the available pathways and syllabi for Years 11 and 12.

In addition, parents are welcome to contact the College at any time for progress reports.

Students at Academic Risk (Years 11 and 12)

In Weeks 3 and 4 of Term 1 each year, all teachers of Years 11 and 12 students are to assess students to review placement in ATAR/General and Foundation courses.

This assessment should be conducted as a means of assessing student ability and application to their selected courses. This rigorous assessment (comprising a minimum weighting of 5%) should reflect the appropriate level of expected performance required for the relevant course.

This assessment is required to be marked and entered onto SEQTA by the end of Week 4, Term 1.

N.B. The new courses of study allow for less flexibility in changing pathways. Consequently, where a student does not seem well suited to a course, this SAR process requires urgent action from the subject teachers and HOLAs. Follow-up action, academic support and counselling needs to be prioritised, especially where subject or pathway changes are to be recommended.

SAR Process

- a. The achievement of students below 60% is to be recorded on the Teams spreadsheet for perusal by Deputy: Curriculum and HOLAs.
- b. Students at risk in only one subject will be carefully monitored by the subject teacher and HoLA, who will communicate with parents as to recommendations for additional support.
- c. Students who are performing weakly across more than two subjects will be managed by the Deputy: Curriculum and VET Careers co-ordinator in consultation with HOLAs and subject teachers.
- d. Subject teachers and HoLAs are also to provide ongoing support and counselling to students throughout this process.
- e. Subject forms are to be completed and approved before students transition to new courses and the SIRS database is updated.

N.B. Subject changes cannot be made without approval from HOLAs and the Deputy: Curriculum.

Transfer between units/courses: Years 11 and 12

When 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 seeks to mitigate this disadvantage.

Course Transfer Process: Years 11 and 12

- a. An application to transfer between courses or units is made through the HOLA and Deputy: Curriculum.
- b. A meeting with the parent/guardian is arranged to discuss student progress and the requirements necessary for the student to be assigned a grade in the unit (or pair of units) into which he/she wishes to transfer.

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 provided credit for assessments completed in the prior course. These marks will 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 an Individual Assessment Plan showing the work to be completed and any modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

Course Change Deadlines

- Year 12 (All Units): Friday Week 6 of Term 1
- Year 11:
 - Semester 1 Units: Friday Week 6 of Term 1
 - Semester 2 Units: Friday Week 8 of Term 2.

Student Transfers from Other Schools

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

The 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 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 an Individual Assessment Plan showing the work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

Homework

Homework can play 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.

Students are expected to read a novel for at least 15-30 minutes per night as effective reading develops with practice and is the foundation of all homework.

Homework Guidelines (During Term Time)

To ensure student wellbeing is protected, the amount of time to be spent doing homework (beyond personal reading) should typically not exceed the following guidelines:

Homework and Revision hours per school night in core 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

Homework During Holiday Periods

Homework and Revision hours per subject (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 PAL and History are not included in the above limits. Furthermore, students are encouraged to revise content over holidays.

Guidelines for Assigning Student Homework

Homework that is poorly conceived and set can be onerous, stressful, time-consuming and disruptive to family life. 'Busy work such as numerous worksheets and needless repetition of examples does not achieve the school's aims for homework and should not be given as mandatory homework.

Homework that is of an inappropriate level, or that has not been adequately prepared for, or explained in class can lead to difficulties for students and parents.

Homework should be differentiated, where necessary, to suit individual needs. Teachers must ensure that children with special needs 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.

Assessment and Moderation

All assessment should be guided by the principles outlined by SCSA. Assessment should be: an integral part of teaching and learning, educative, fair, designed to meet specific purposes (formative and summative), and lead to informative reporting and school-wide evaluation processes.

Syllabus requirements

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

<https://k10outline.scsa.wa.edu.au/home>
<https://senior-secondary.scsa.wa.edu.au/>

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.

1. 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:
 - o the number of tasks to be assessed; and
 - o the approximate time allocated to teach each section of content from the curriculum.
- c. Provide students with assessment outlines that include:
 - o the number of tasks to be assessed;
 - o 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;
 - o the weighting for each assessment task and type, as prescribed in the assessment table of the syllabus;
 - o a general description of each assessment task; and
 - o 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. Assessment tasks will be marked, with feedback, and results made available within seven working days of task completion.
- g. Maintain accurate records of student achievement.
- h. Inform students and parents of academic progress, as appropriate.
- i. Meet school and external timelines for assessment and reporting.

2. 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 an assessment file, hard copy and/or electronic, and make it available whenever required.
- d. 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.
- e. 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.

3. Guidelines for Developing Assessment Tasks

- a. The teacher should use an assessment type from the syllabus that will most effectively assess the selected content.
- b. Develop questions, items and/or activities that:
 - o provide students with the opportunity to demonstrate the full range of achievement
 - o offer the appropriate level of difficulty for the units
 - o use the appropriate language level for the units
 - o avoid questions/activities for which success is dependent on success in earlier questions/activities
 - o use, where required, sources or stimulus materials that are clear and appropriate to the task
 - o provide clear instructions to ensure that students understand what is required of them
 - o do not discriminate on grounds such as gender, disability or ethnicity. See Provide students with appropriate time and resources to complete the task.
- c. 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.
- d. Discuss the criteria from the key with the students.
- e. Use assessment tasks under specified conditions that are substantially the same for all students.

4. 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 (in which case, student achievement will be validated to ensure authenticity). 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.

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.

Years 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.

Years 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.

5. [Recording Student Performance: Years 7-12](#)

A student assessment record must be kept for all courses in the SEQTA 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 yearlong course. The final mark is used to determine the rank order list of students.

For Years 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. 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 copy of the amended assessment outline which will be placed on SEQTA.

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.

7. 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.

8. 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.

Moderation of Assessments

Moderation is an assessment practice, but it is also a technique that strengthens other assessment practices. It provides a structure and process for teaching teams, teachers, classes and individual students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

Moderation can be used by both teacher and students:

- Teachers, usually with different experiences and from across a range of year levels, meet to review student work samples in Departments; and teachers engage with moderation processes conducted by SCSA.
- Students engage in the moderation process by sharing and developing their understanding of what learning looks like; it is an opportunity for embedding learning intentions and empowering students to self-identify what success looks like. This might be via examination of (de-identified) student work samples, use of rubrics to self-assess or peer-assess, and collaborative identification of learning goals.

Each faculty at SCBC has moderation processes in place to ensure alignment of curriculum, pedagogy, assessment and moderation.

In Years 7 to 10, the Year Level Program Coordinators circulate assessment tasks for feedback from Department colleagues and the HoLA prior to handing out to students. Once the tasks have been marked, the moderation process ensures consistency of judgment. All assessments identified in programs for continuous feedback are formally moderated.

In Years 11 and 12, teachers moderate assessment items and consult with their HoLAs and colleagues who are implementing the same course, either at SCBC or in their inter-school moderation partnerships

An Approach to Successful Assessment Moderation

The following steps describe a standard approach to a successful teacher moderation process.

Before moderation:

- Decide on an assessment task that reflects the objectives of the learning program, aligned with current syllabi and curriculum standards and will identify students' understandings and gaps.
- Gather the assessment tools and resources to support assessment (e.g. rubrics, checklists, Curriculum Achievement Standards).
- Distribute copies of student work.
- Decide who will chair or facilitate the session.

During moderation:

- Read the student's work aloud and discuss as a group.
- Assess using the criteria described in the Western Australian curriculum Achievement Standards for the appropriate curriculum levels.
- Collectively discuss strengths, gaps, patterns and trends.
- Set goals and share teaching strategies.
- Plan next steps.

After moderation:

- Deliver next steps.
- Begin cycle again and assess student progress to determine whether the instructional strategies were successful.
- Set new goals.

Different Moderation Models (refer to SCBC Teaching and Learning Plan for full details):

- The Calibration Model
- The Conference Model
- The Expert Model

Submission of Assessments

Work should be submitted to the class teacher during the lesson on the due date. 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).

1. Late Submission of Work

If a student has not completed a task on the day it is due, he/she is expected to hand in a copy of what has been completed to date. Computer problems associated with the completion of assignments will not be accepted as valid reasons for lateness.

Penalties will apply for late submission of out-of-class assessments:

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

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

2. Unplanned Absence on Due Date

Where possible, students who are missing on an assessment due date should try to have their work delivered to the College on their behalf. At the latest, work must be submitted on their next day back at the College. The reason for absence is to be written in a note signed by a parent/guardian and to be presented to the subject teacher.

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 is required when applying for an extension.

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. In such cases, students should provide a letter from his/her parent stating the reason for absence. Year 12 students are required to obtain a medical certificate or have parents contact the relevant HOLA or the Deputy: Curriculum for exams.

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.
- Illness –parent note required (doctor's certificate required).
- Travel –advised in advance.

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. 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.

7. Process for Planned, Extended Absence

Where student absence during term time is planned, for example holidays or surgery, parents may contact Student services, Secondary Administration, DHOP, or DHOC. In such cases the following process is to be adopted:

- a. Contact person sends email to the relevant HOY.
- b. HOY meets student and outlines expectations regarding student responsibility to collect work for that period, and the student is to remind teachers one week before departure.
- c. The HOY contacts parents and outlines:
 - i. expectations for the student regarding collection of work;
 - ii. creates the understanding that missing school will have some impact on engagement with the subject and the course material, but that teachers will seek to minimise this through adjustments where appropriate or possible;
 - iii. It is to be reasonably expected that missed class time will have some adverse effect on semester grades.
- d. The HOY is to record the parent interaction on SEQTA and alert relevant subject teachers.

- e. Subject teachers are to confer with their HOLA to decide extension or assessment adjustments.
- f. When sickness is the cause of extended absence, course completion requirements will need to be negotiated with the teacher and relevant HOLAs.
- g. Where a student misses out on a large portion of content leading up to an exam, teachers may assign grades based on the evidence submitted over the semester. The subject area comment will reflect this by reading: "This grade is indicative only. It is based on limited evidence as was unable to complete his/her Semester Two exams."

Timing of Assessments

- a. Major Assessments/Assignments in any subject should be no more than 5 weeks apart e.g. mid- term and end of term as a minimum requirement. Staff should carefully balance out-of-class assessments with in-class assessments/assignments to obtain relevant and realistic grades.
- b. Teachers should seek to provide mini tests or other ongoing opportunities for student performance feedback each fortnight. Student marking or peer feedback ought to be utilised, where possible, to reduce this impacting teacher marking loads.
- c. Investigations, projects, portfolio work completed over a period of 1 week or more must have at least one work completion checkpoint (depending on duration) to allow staff to check student progress and notify home if students are not on track to complete the work on time.

If a number of students do not hand their work in on time, the teacher will need to adapt the activity or assessment to achieve a better outcome in the future. The purpose of the assessment should be made clear to students, ideally stated on the assignment. The assessment rubric should also be included on the assignment so that students are aware of how many marks are allocated to each area or component of the assignment.

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 (e.g. student, teacher, tutor or expert);
- 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).

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.

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 Secondary – Curriculum for the case to be investigated and consequences applied, in accordance with the procedure detailed above in 2.8.1.

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.

a. Plagiarism

These penalties apply where a student copies material from another source, including another student; or where students work together and the College is unable to identify who produced the original work.

Year Level	First Instance		Subsequent Instances	
	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 step	Marks allocated for original work, -20% penalty applied to mark, plus step
10-12	Mark of '0' plus level	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

b. 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 step
11-12	-20% applied to work plus level	-20% applied to work plus level

Marking and regularly updating marks books: SEQTA Teach and SEQTA Learn

Students should receive consistent and meaningful feedback within a reasonable time frame to promote student learning. Teachers should aim to return work to students within 1 to 1.5 weeks depending on the scope of the assessment.

Staff need to update their SEQTA marks books regularly and ensure the 'visible' box is selected to enable parents to view student marks. Staff teaching the same courses should seek to make their assessments visible at the same time to prevent angst from students directed at the staff member who may be viewed as 'late' in marking their work (different loading and class sizes are a consideration).

Standardised testing: PAT tests for Maths, Science, English

PAT testing for all students in Years 7 to 9 is to be administered to students at the end of the year, following end of semester exams.

This testing is to be co-ordinated by HoLAs in Term 4 annually.

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 8-12.

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 Deputy Head of Secondary - Curriculum.

The examination timetable is issued to students before the start of the exam period. The examination rules are provided to parents.

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 may:

- correct the question, **or**
- remove the question containing the error or based on content outside the syllabus, **or**
- provide an alternative 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 only to them (i.e. a mark of zero).

1. Examinations at each Year Level

- a. Years 8 – 10: Written examinations are held in MESH subjects at the end of each semester.
- b. Year 11 General courses: It is strongly recommended that all General students undertake rigorous, timed assessments in preparation for the Year 12 EST.
- c. Year 12 Externally Set task: The EST is administered in Term 2 in a period prescribed by the Authority. The design brief for the EST is provided in the Year 12 syllabus.
- d. Year 12 and 11 ATAR courses: A written examination will be held in all at the end of Semester 1 and the end of Semester 2.

Examinations may be scheduled for other courses where considered appropriate by the HOLA.

Exams are included in the assessment outline for the unit/s. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline for the course.

A practical/performance/oral exam will also be held in those courses with a practical/performance/oral WACE examination.

2. Guidelines for the duration of exams

Exams	Semester 1	Semester 2
Yr 7	None	1 hr
YR 8	1 hr	1.5 hrs
YR 9	1.5 hrs	1.5 hrs
YR 10	2 hrs	2 hrs
YR 11 General	1.5 - 2.5 hrs	1.5 - 2.5 hrs (optional)
Yr11 ATAR	2.5 -3 hrs	2.5 – 3 hrs
YR 12 General	1.5 - 2.5 hrs *EST	1.5 - 2.5 hrs(optional)
Yr 12 ATAR	2.5 – 3 hrs	2.5 – 3 hrs

3. Revision Expectations

Years 7-10:

- i. Inform students of the timing of exams and outline objectives in terms of subject.
- ii. Give students an Exam Outline and Revision sheet 3 weeks before the exam that outlines:
 - % content of each topic.
 - Type of questions (e.g. essay, short answer, multi choice).
 - Types of questioning (e.g. describe, explain, list, label, classify, distinguish etc).
 - Revision pointers to help students get started with studying.
- iii. Teach exam and study techniques for managing the paper: time limits per question, answering the easier aspects first, clearly indicating question numbers etc.
- iv. Consider e-mailing parents the Revision sheet to support students in preparation for exams.
- v. Emphasis should be placed on preparing students for application and analysis as opposed to simply rote learning of taught answers.

Years 11-12:

- i. A sample exam with model answers must be provided 2 weeks prior to the exam.
- ii. An exam outline including the question types and content covered should be given to students (i.e. 60% short answer, 40% essay).

4. Exam Preparation and Presentation Protocols

The following are the protocols to be observed in preparation for Secondary examinations:

- a. The examination timetable is issued to students before the start of the exam period. The examination rules are provided to parents.
- b. Catering to students with additional needs:
 - i. Ensure that all learners are catered for. Discuss/clarify accommodations with the Education Support Co-ordinator (ESC) and DHOC for any special arrangements for students with documented plans.
 - ii. Place exam papers in a separate envelope for these students.
 - iii. Clearly indicate students' names and adjustments required e.g. time allocation or separate venue (after discussion with LSC).
 - iv. For separate supervision arrangements, confirm with LSC and DHoC.
- c. Question and Answer booklets: teachers are to ensure that the correct number of exam Question and Answer booklets are placed in an A3 large envelope, including a spare copy of the exam paper for the invigilator. Teachers are to ensure answer booklets have adequate pages available for student responses.
- d. Cover Sheets: teachers are to attach a Cover sheet to the exam envelope with:
 - i. instructions for candidates and invigilators;
 - ii. date and time of your exam; and
 - iii. A class list for absenteeism to be noted.

5. Exam Regulations for Students (Years 7-12)

- a. No mobile electronic devices i.e. Chromebooks, iPads, mobiles, smart watches should be locked away in lockers/or handed to the invigilator at the beginning of the exam and they should be switched off. (Note: Yr 11 and 12 – no watches at all).
- b. Correct equipment: All examinations are to be written using blue or black pen ONLY, pencil is only for diagrams. All stationery is to be placed in a clear, transparent bag.

There should be no sharing of equipment between students during the exam. All compendiums and bags are to be stored at the front of the room while the test exam is being written. Calculators: Science and Maths HoLAs / staff to check calculators allowed.

- c. Reading time: an additional 10 minutes reading time is provided at the start of most exam- students may not use highlighters or pens during this time. For Mathematics it is a 5- minute allocation at the beginning.
- d. No eating or drinking –students may only drink water in a clear plastic unlabelled bottle; unless there is a specific health condition verified by a doctor's note.

- e. Leaving the exam venue: Students are strongly advised/encouraged to write for the full duration of time:
 - o Year 7-10 students may not leave the exam room until the end of the period within which the exam falls.
 - o Year 11/12: may not leave in the first hour or last 30 minutes of 2.5 to 3 hour exams (and if they do leave they must not wait outside the exam venue).
- f. Going to the toilet: Students are advised to go before the start of the exam and minimise going to the toilet during the exam to avoid disruptions to others and to avoid wasting any time. Teachers are advised to send students one by one. Toilet requests during the exam: please note the name and time the student leaves and re-enters the exam room, on the A3 exam paper envelope for the examiner's attention
- g. Seeking assistance during the exam process: invigilators/teachers cannot provide explanations as to the solutions of the question paper during the exam. Class members should only speak to the invigilator with queries/ observations concerning the question paper, and may not assist, or try to assist, any other student. Any questions should be directed to the teacher. Communication with other students could be seen as cheating.
- h. Examination room behaviour: there should be no disruptions or noise during the exam process. Zero tolerance of noise disruption to others. If a student is disruptive, please email Secondary@scbc.wa.edu.au to inform the office that the student will be exiting the room to report to the Secondary Office with his/her exam paper.
- i. Possession of notes (unauthorised material): Students are not allowed to bring in additional notes unless authorised by the Head of Learning for an examination e.g. Mathematics formula sheet (please do not use the words "cheat" sheets). If a student is caught cheating: the invigilator should remove the answer book and any notes found - and provide the student with a new answer book or paper to continue working. The invigilator will proceed to make a concise report indicating the circumstances, evidence and time as to the incident. The answer booklet and report will be given to the HoLA of the subject, to be dealt with in consultation with the DHoC.
- j. Sickness/misadventure: Students unable to sit the exams on the set dates due to ill health, need to provide a medical note or appropriate evidence. There will be one scheduled catch-up day allocated at the end of the examination period to catch-up on a maximum of two exams.

The HoLAs and Deputy Head: Curriculum will consult on the scheduled students and which exams are to be written. Once approval has been given, HoLAs/subject teachers are to notify students and parents (as a backup to Admin notification.

Reviews and Appeals (Years 11 & 12)

The school 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 school's assessment outline conforms with syllabus requirements;
- b. the school's assessment policy conforms with the Authority guidelines;
- c. the school'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

School Assessment Review Procedure

When the school 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. Deputy: Curriculum 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

Reporting and Feedback

Reporting Western Australian Curriculum Grade: Years 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.

Reporting on student achievement Mandated Materials - Components of written reports

Schools provide plain language reports to parents/carers at the end of each Semester which:

1. are readily understandable to those responsible for the student
2. give an accurate and objective assessment of the student's progress and achievement
3. include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*
4. include, for subjects studied, an assessment of the student's achievement:
 - in terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of **Western Australian achievement standards**, and
 - in relation to the performance of the student's peer group²
5. include information about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
6. include any additional information the school considers relevant, including an overall teacher comment

Streaming

Teaching and learning programs provided to students at SCBC differentiate by academic year and in core subjects by streams 1 to 4. Each program is based on the Western Australian Curriculum, however programs are purposely modified in terms of depth of academic content, pace of learning and, to some extent, the level of assessment. The aim of this differentiation is

to ensure students of differing abilities are challenged at a level that is appropriate and that will enable them an opportunity to succeed with consistent application.

Research indicates that timely, explicit feedback and student reflection on that feedback is a key driver for student achievement and continued improvement in academic results.

Year 7-10 students are placed in class groups to receive support and be appropriately challenged at various Year levels:

- Stream 1: Students are taught the Australian Curriculum at their Year level plus extension.
- Stream 2: Students are taught the Australian Curriculum at their Year level.
- Stream 3: Students are taught the Australian Curriculum at their Year level with additional support.
- Stream 4: Students have individual documented plans.

Grading

We recognise the need to balance consistent reporting against the Western Australian Curriculum with ensuring students of all ability levels remain motivated.

To strike this balance, across Years 7 to 10, students in all streams for MESH subjects are assessed according to two standards:

1. class-based grades for assessments throughout the semester, and an end of Semester class-based grade (adjusted to the ability levels of the particular stream, and aligned with the school grade cut-offs); and
2. a Western Australian Curriculum grade at the end of the semester, measuring student achievement against Western Australian Achievement Standards.

Please note that for streams 1 and 2 across most subjects, the class-based grades will closely align with the WAC grade.

The approach to grading is summarised in the following table:

Year Level	Throughout Semester	End of Semester Reports
7-10	Class-based grade, according to the school cut-offs shown below. Judgments for the assigning of these class-based grades should be bell-curved, where a student achieving a 'C' grade would be achieving in the middle range for the class. For streams 1 and 2, class-based grades should generally align with WAC grades.	Two grades provided: <ol style="list-style-type: none"> 1. Class-based grade; and 2. WAC grade determined, against WAC Achievement Standards and grade descriptors.
11 & 12	Graded against the Grade Descriptors specified in the relevant syllabus.	

Please note: Stream 4 students are graded against their Individual Education Plans, as per the achievement levels described on next page.

Standard school cut-offs for the set-up of marks books and assigning of class-based grades are as follows:

Standard school cut-offs for the set-up of marks books and assigning of class-based grades are as follows:

Grades	Grade Descriptor	Grade cut-offs
A	Excellent Achievement	75%- 100%
B	High Achievement	65%- 74%
C	Satisfactory Achievement	50%- 64%
D	Limited Achievement	35%-49%
E	Very Low Achievement	0%-34%

Reporting

A more detailed overview of the information reported on for each year level is provided in the below table:

Years 7-12 Reporting Overview 2021
Years 11-12
Year 11-12 ATAR and General courses
Use grade descriptors to guide judgments – grade cut-offs may vary. Reports include: <ul style="list-style-type: none"> • exam score • course score • final grade • affectives /work habits
SIDE and SWAN online courses
<ul style="list-style-type: none"> • provider reports uploaded to SIP panel SEQTA
Year 11-12 BCS AND Phys Ed/Football
Use moderation comparability measures across year level to guide judgments. Reports include: <ul style="list-style-type: none"> • grades • scores • affectives / work habits
On-campus Cert courses
Staff Utilise VET template - upload to SEQTA marks books.
Certs Off campus: TAFE and other RTOS
Progress monitored by VET co-ordinator, RTO sends reports to parents.
Years 7-10
<i>Note: all Years 7-10 assessment rubrics and marking guides use standard school (SCBC) score and grade cut-offs for reporting consistency to parents (refer to Report template).</i>
Years 7-10 MESH subjects
Follow Learning Area streaming policy, with moderation/comparability measures across year level to guide judgments. Grades assigned using standard school cut-offs. Reports include: <ul style="list-style-type: none"> • streamed subject exam score, • streamed subject score and grades

<ul style="list-style-type: none"> • WAC grade • Affectives /work habits
Years 7-10 Phys Ed, Football and Health / Year 9 Rite Journey
<p>Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments. Grades assigned using standard school grade/score cut-offs.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • scores and grades • WAC grade • Affectives /work habits
Years 9-10 (Year Long) Arts and Technologies
<p>Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments. Grades assigned using standard school grade/score cut-offs.</p> <p>Indicative WAC grade reported end of Semester 1. Final WAC grade reported end of Semester 2.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • scores and grades • WAC grade • affectives/work habits
Yr 7-8 (Semesterised) Arts and Technologies
<p>Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments. Grades assigned using standard school grade/score cut-offs.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • scores and grades • WAC grade • affectives/work habits
Digital Technologies and Visual Art (Year long, one period per week)
<p>Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments (where possible). Grades assigned using standard school grade/score cut-offs.</p> <p>Reports include:</p> <p>scores and grades</p> <p>WAC grade</p> <p>affectives/work habits</p>
Other Yr 7-10 school electives, including Cross-Fit/Phys Rec/Bike Ed
<p>Assess and report using the WAC grade descriptors for a closely related subject as a guide (e.g. Phys Ed for Cross-fit etc). Utilise moderation/comparability measures across year level to guide judgments (where possible). Grades assigned using standard school grade/score cut-offs.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • scores and grades • WAC grade • affectives/work habits
Yr 7-8 Chinese assess and report against WAC grade descriptors (using standard school grade/score cut-offs)
<p>Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments (where possible). Grades assigned using standard school grade/score cut-offs.</p> <p>Reports include:</p> <ul style="list-style-type: none"> • scores and grades • WAC grade (from 2022) • affectives/work habits

Year 7-10 BCS

Use moderation comparability measures across year level to guide judgments.

Reports include:

- grades
- scores
- affectives / work habits

Ongoing Feedback

In light of this research, SCBC Secondary staff utilise SEQTA 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 SEQTA also helps ensure:

- Assessments are retained for record purposes as per SCSA guidelines;
- Parents are able to see feedback provided to students on assessments;
- Students are more likely to engage with the feedback provided; and
- 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 SEQTA 3 times per Semester for students in Years 7 to 9, and 4 times per semester for students in Years 10 – 12.

Teachers are to formulate timely, specific feedback that clearly identifies for students where the gaps are in their understanding, and how they might improve. Students are also encouraged to complete a personal reflection on feedback via SEQTA (example below).

CANCEL Edit annotations OK

Ackerley, Natasha Score <30> 16

SEQTA Learn and SEQTA Engage annotation

Visual Analysis - 4/5

This section is done in adequate detail, although remember that visual analysis is worth 5 marks compared to context and judgement being worth 10 marks each. So aiming to write twice the points and spending twice the time on these sections will help you achieve your best mark. Considering you received a 4/5 for this section aim to do the same next time and flesh out the other sections based on this section (ie. look at how hard you worked on this section and double it for the rest).

Student's feedback

I ran out of time and I should plan my time better. 10mins on visual analysis, 20mins on art in context, 20mins on meaning and purpose, and 10mins on personal response. I should have gone into depth about the life of the artist based on the artwork, and why did they create it, is there a call to action? Also needed to expand on more of the meaning and purpose of the piece and what did they create it for. Also need to focus on the artwork rather than the theme. My Judgement section also needs to be better and longer and all the section need to represent the marks for how much work has been applied. My Judgement section also needs to include next time the expressing personal opinion about the artworks in detail and supporting opinions with evidence from the artworks with as much depth and evidence as is necessary.

Search... ANY DEPT ANY SUBJECT ANY TYPE

Please specify at least one department filter.

Interim Reports

A formal interim report is completed before the end of Term One for all year groups. This report briefly indicates student achievement, attitude, assignments, homework and participation. Teachers can request a parent interview via interim reports.

Semester Reports

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

Form teachers compose a general comment regarding each student's achievements and community contributions.

Parent/Teacher nights for all year groups are arranged following the Semester 1 reporting period to allow for the discussion of student progress

Reviewed: 29/09/2021

Next Review: Term 3, 2023