



BUNBURY SENIOR HIGH SCHOOL

SENIOR SCHOOL ASSESSMENT POLICY

2017

Principles of Assessment at Bunbury Senior High School

Assessment assists teachers in our school in:

- Monitoring and supporting the progress of students and diagnosing learning difficulties.
- Providing feedback to students.
- Adjusting current teaching and assessment programs.
- Developing subsequent teaching and assessment programs.
- Reporting student achievement to parents and
- Whole-school and system planning, reporting and accountability procedures.

Bunbury Senior High School encourages parents to make contact with classroom teachers for feedback on their child's progress at any time during the school year.

Additionally, assessment must be:

Valid: Provide valid information on the actual ideas, processes, products and values expected.

Reliable: Consistent, accurate and can be used with groups of students to produce meaningful data.

Fair: Demonstrably fair to all students and does not discriminate on grounds (such as gender, disability or ethnicity) that are irrelevant to the achievement of the outcome.

Educative: Makes a positive contribution to student learning.

Regulatory Guidelines

Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority. A course and assessment outline (including task dates) will be provided to students at the start of the learning program.

The Teachers' Responsibility

It is the teachers' responsibility to:

- Develop a teaching/learning program that meets School Curriculum and Standards Authority requirements and guidelines.
- Provide students with a course and assessment outline at the beginning of the course.
- Ensure that assessments are fair, valid, reliable, explicit and comprehensive.
- Provide students with timely assessment feedback (including marking tool) and guidance.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Participate in all moderation when necessary and ensure student folios are maintained.
- Have access to a folio of evidence for each students work.

Student Responsibility

It is the students' responsibility to:

- Complete all course requirements by the due date.
- Maintain a folio of evidence as required for each course studied and to make it available whenever necessary.
- Maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk).
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

Assessment Completion

Due Dates

A course outline, including timelines for submission of assessment tasks will be provided to each student at the start of a course. Due dates will not change without consultation with students and written notification.

- The assessment submission flow chart for General Courses is attached to this policy.
- The assessment submission flow chart for ATAR Courses is attached to this policy.
- Assessments of a practical project nature, that are submitted late, may lose a maximum of 50% of the total mark.

Missed Assessments

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence results in lower levels of achievement and course assessment requirements not being met.

- All students who are absent for assessment tasks (not including exams) with an acceptable explanation may be able to sit for the assessment upon returning to school. This decision will be at the discretion of the teacher/HOLA. If satisfactory arrangements cannot be made to sit for an assessment, then the student will not be penalised when the explanation is deemed acceptable.
- Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavor to provide support to the student's learning program.
- When a student has not made contact and the explanation is not acceptable then the opportunity to complete the assessment may not be available.

Special Educational Needs

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority guidelines.

Injured Students

When practical work is a significant and essential component of assessment in a course and a student has suffered an injury that affects the completion of a task, then the student will be advised of alternative assessment arrangements when possible. The HOLA must approve the alternative assessment program. Assessment may occur at a later date.

Literacy and Numeracy standard

- Students must meet minimum literacy and numeracy standards in order to achieve the WACE. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
- If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

Course Transfer

- Where possible students transferring from other schools/courses should determine (in consultation with their teachers) what additional work needs to be done to avoid any perceived disadvantage.
- Year 12 students requesting course changes will need to be aware of WACE requirements regarding pairs of units needing completion and that there will be less flexibility for changes.
- Students wishing to make a course change should do so by the last day of Week 4 of Term 1. This can only be done in consultation with the Deputy Principal (ATAR courses) or the Program Coordinator of Careers and Vocational Education (Certificate and General courses). Changes after this date will only be made in exceptional circumstances at the end of Semester 1 and only where possible (class numbers, WACE requirements etc).
- New students or those who are granted a course change will be given the opportunity to complete the essential elements of the assessment program in the new course(s).

Cheating, Collusion or Plagiarism

Students who are found to be involved in cheating, collusion or plagiarism will not have that work accepted as valid evidence of their achievement

Reporting

- Students and their parents will be informed in a timely manner if the student becomes at risk of not meeting individual course or WACE requirements.
- The school will report achievement to the School Curriculum and Standards Authority.

Issuing Reports

- Interim Reports: May be issued for Term 1 progress.
- Semester Reports: Issued for Semester 1 and 2 progress/results.

School Assessment Challenges

Students have the right to challenge an assessment with their teacher and/or the HOLA.

- Where a student challenge cannot be resolved with the teacher and/or the HOLA the matter can be referred to the Deputy or Vice Principal by the HOLA, student or parent/guardian. If necessary a formal review is conducted by the Deputy or Vice Principal.
- The school informs the student and the parent/guardian in writing, of the result of the assessment review, justifying the decision.
- If an assessment review determines that inaccurate, unfair or inappropriate assessment is evident, the school will make the necessary adjustments to the assessment.

School Assessment Appeals

If an assessment challenge is not resolved through the formal review process, then the student may appeal to the School Curriculum and Standards Authority.

Appeals are intended to determine whether:

- the school's assessment outline conforms with syllabus requirements
- the school's assessment policy conforms with the Authority guidelines
- the school's assessment procedures conform with its assessment policy

The appeal form is available online at;

http://www.curriculum.wa.edu.au/internet/Publications/WACE_Procedures_File/WACE_Procedures.

Senior School Examinations

Timing of Exams

All exams will be placed on the school calendar and advertised to the school community.

Moratorium

Staff must consult with students when setting assessment items that are required to be completed within one week of the respective senior school exams.

Excursions

Students who are involved in exams will not be required to participate in excursions out of class time in the week prior to the start of exams.

Dress Code

All students sitting school based exams during school time must wear school dress code. This is a risk management requirement.

Exam Attendance

- Students must attend all scheduled exams and remain present until the finishing time.
- Senior School students who miss an exam due to acceptable circumstances are required in the first instance to phone the school as soon as possible and notify a member of the senior administration of their absence and the reason for the absence.
They will be required to complete a Sickness and Misadventure form and may be required to present a doctor's certificate where illness occurs. Link:
http://www.scsa.wa.edu.au/_data/assets/pdf_file/0003/76179/Sickness-misadventure-application-form-2016.pdf
In this event, alternative arrangements will be negotiated with the Deputy or Vice Principal and may include sitting a substitute exam.
- The Deputy or Vice Principal will determine whether the reason given for an absence is considered an acceptable circumstance. Absence may be considered as not acceptable when;
 - Participating in a family holiday.
 - Forgetting to attend an exam or arriving after the exam admission cut off time.
 - Failure to notify the school of an exam absence in a timely manner



Assessment Submission Flowchart 2017 ATAR Courses

Course outlines and assessment dates are given to students at the beginning of the course.
For practical courses where the due date may be at the end of the course a monitoring timeline should be provided.

The **assessment task** is presented to students with clearly detailed requirements for submission.
Eg: Components of the assessment, weightings/marking keys and **due date**.

The assessment **is submitted by the due date**.
(Or by any negotiated extension date)

The teacher should:

Mark the work and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

The assessment is now complete.

The assessment is **not submitted by the due date**.
(Or by any negotiated extension date)

The teacher should:

- Speak to the student as soon as possible and clearly explain the process and consequences.
- The assessment must be submitted within 5 school days.
- Advise parents (letter of concern or phone call).

The assessment **is submitted within 5 school days**.

The teacher should:

Mark the work **with a 20% penalty for each day late** and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

The assessment is now complete.

The assessment is **not submitted within 5 school days**.

The teacher should:

- Contact the HOLA for support (to speak to the student).
- Advise the parents (preferably a phone call).
- Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.
- Advise the Deputy Principal (Academic Performance) if further support is necessary.

EXAMPLES OF ACCEPTABLE REASONS FOR NEGOTIATING AN EXTENSION TO THE DUE DATE

- *Medical (documentation must be provided)*
- *Wellbeing issues (as advised by the DP (Academic Performance), Student Services Support Worker or Admin.)*
- *Extra-curricular commitments (e.g. Being absent representing the State in a sports team or similar)*



Assessment Submission Flowchart 2017 General Courses

Course outlines and assessment dates are given to students at the beginning of the course.
For practical courses where the due date may be at the end of the course a monitoring timeline should be provided.

The **assessment task** is presented to students with clearly detailed requirements for submission.
Eg: Components of the assessment, weightings/marking keys and **due date**.

The assessment **is submitted by the due date**.
(Or by any negotiated extension date)

The teacher should:
Mark the work and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

The assessment is now complete.

The assessment is **not submitted by the due date**. (Or by the extension date) the teacher should:

- Speak to the student as soon as possible to discuss the situation and clearly explain the process and consequences.
- Negotiate a **revised date**, when the assessment must be submitted.
- Advise parents (letter of concern or phone call).

The assessment **is submitted by the revised date**.

The teacher should:
Mark the work with a **maximum mark of 50%** and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

The assessment is now complete.

The assessment is **not submitted by the revised date**.

The teacher should:

- Advise student that the assessment must be completed.
- Contact the HOLA for support where required (to speak to the student).
- Advise parents (preferably a phone call).

The assessment must be submitted at a time stipulated by the teacher or HOLA (**DEADLINE**)

The HOLA should

- Continue to support the student and teacher in resolving the issue.
- Advise the Program Coordinator of Careers and Vocational Education if further support is necessary.

When the assessment **is submitted**.

The teacher should:
Mark the work with a **50% penalty** and return to the student promptly with relevant feedback. Data should be entered into 'Reporting to Parents' ASAP for monitoring purposes.

The assessment is now complete.

EXAMPLES OF ACCEPTABLE REASONS FOR NEGOTIATING AN EXTENSION TO THE DUE DATE

- Medical (documentation must be provided)
- Wellbeing issues (as advised by the PC(CAVE), SS Support Worker or Admin.)
- Extra-curricular commitments (e.g. Being absent representing the State in a sports team etc.)