



MANDURAH CATHOLIC COLLEGE

UNDER THE PATRONAGE OF THE HOLY FAMILY

ASSESSMENT AND REPORTING PROCEDURE (YEARS 11-12)

CECWA POLICY:	Education
EXECUTIVE DIRECTIVE:	Curriculum Assessment and Reporting
COLLEGE GUIDELINES:	Assessment Guidelines (Parents and Students 11-12)
REVIEWED:	2024
NEXT REVIEW:	2025

"Mandurah Catholic College is a learning community seeking truth by living out the Gospel values through the Catholic faith and by promoting the holistic and optimal development of each student."

Please note this document is to be read in conjunction with the CECWA Policy – [Education](#) and the Executive Directive – [Curriculum Assessment and Reporting](#)

KEY STAFF RELEVANT TO THIS PROCEDURE

- Classroom teacher
- Head of Learning Area (HoLA)
- Head of Year (HoY)
- Dean of Education (DoE)
- Deputy Principal of Teaching and Learning (DPT&L)

PURPOSE

At Mandurah Catholic College, students are given valid and explicit assessments, which are fair for the target group. The classroom teacher is responsible for guiding students through the process of task development and supporting the student to improve their skills. This will involve good communication between the class teacher, student and parent. Assessment is not just about measuring learning and achievement but also about students developing skills they can use for life.

At Mandurah Catholic College we ensure that all students complete work in a timely manner in order to develop and demonstrate the skills that are required for their success, both now and in the future. We will work with students and parents to ensure work is completed and endeavour to assist students in managing their time, thus preventing them from becoming overloaded by missed or late assessment tasks.

It is expected that through the Assessment Policy, students will be accountable and responsible for the completion of their best standard of work, which they present in a timely manner. In doing this, we help develop a strong sense of achievement and pride in their work and themselves. All work presented by students must be their own and not copied from other students or sources such as the Internet.

The College philosophy is consistent with that of the School Curriculum and Standards Authority and is in line with grading procedures.

SECTION 1: ASSESSMENT PROCEDURE

Medical Notes

Absence from any scheduled assessment task due to illness or injury must be ratified by a medical certificate issued by a medical practitioner. Medical certificates cannot be issued by a family member who is a medical practitioner.

Extensions for in-class assessment/tests

Students can be given extensions for in-class assessments/tests only if the teacher feels that the student has been severely disadvantaged by no fault of their own (ie, ongoing or severe illness/ injury).

If a student is unable to meet the assessment deadline, they must apply to the appropriate Head of Learning Area (HoLA) in person, *prior to the due date* for an extension, using the extension form. The student and HoLA in consultation with the classroom teacher (where applicable) will negotiate a revised submission date. The extension will then go home to be reviewed and must be signed by the parent. This extension form *must* be attached to the front of the assignment.

If the assessment is then late (following the extended time limit), normal late assessment procedure applies. Work that is submitted electronically will be marked as per the date received in SEQTA.

Assessment Not Submitted on Due Date (ATAR AND GENERAL COURSES)

A student must provide a medical certificate if they fail to submit an assessment on the due date, or if they are absent on the date. The medical certificate should be given to the College Attendance Officer, which will be noted in SEQTA. If a medical certificate is not provided, penalties will be applied.

Timeline	Day 1	Day 2	Day 3
Penalty	10% off student result	20% off student result	100% off student result - Student receives 0
Notification	An SMS sent to parents and Head of Learning Area notified	Head of Year notified	Head of Year notified Parents notified of 0 score

NB: A day is referred to as a calendar day (which includes weekend, public holidays and TAFE/Work Placement/School Related Activities).

When a student fails to submit an assessment and receives a 0 (zero) result, the student must still complete and submit the assessment, to adhere to the 'completion of the course'. Further to this, assessment feedback is a valuable tool for student improvement. HOLA discretion applies regarding consequences and submission.

Assessment Not Submitted on Due Date (CERTIFICATE COURSES)

A student must provide a medical certificate if they fail to submit an assessment on the due date, or if they are absent on the date. The medical certificate should be given to the College Attendance Officer, which will be noted in SEQTA.

Timeline	Day 1	Day 2	Second Due Date
Penalty	-	-	-
Notification	An SMS sent to parents	Subject HoLA and VET HoLA notified	Subject HoLA, VET HoLA and Deputy Principal of Teaching and Learning notified

NB: A day is referred to as a calendar day (which includes weekend, public holidays and TAFE/Work Placement/School Related Activities).

If the student fails to submit and pass as competent, they risk failing the unit and ultimately not completing the full certificate.

Assessment Not Yet Completed to a Satisfactory Standard

Students completing a certificate course submit assessments for a competent (CO) or not competent (NCO) grade. Once the assessment is completed, submitted, and marked as an NCO grade, a student has five (5) days to re-submit. Students will be given two (2) opportunities to achieve a CO result within the certificate time frame.

SECTION 2: LEAVE AND ABSENCES

Notice Of Leave During School Time

- Removing students from school during term time is not recommended as it impacts student learning.
- If you are planning a break, you must complete the 'Notice of Leave During Term Time' application and submit this to the College well in advance. Your application will then be judged as either acceptable or unacceptable. Please see the application for examples of acceptable and unacceptable absences.
- Parents who go forward with a planned absence which is deemed as unacceptable should note that missed assessments will most likely be given a zero (0) score.
- Teachers have no obligation to supply students with work whilst away.
- Students should speak with their teachers prior to leaving, to find out about content they will miss and then be proactive in catching up.
- Any assessments due during absence should be handed in prior to a planned absence (or, in the case of an approved absence, extension forms submitted and approved by Head of Learning Area).

Prolonged Absence

- Where a student is unable to attend school for a lengthy period for an authorised absence, the College will endeavour to provide support to the student's learning program.
- The Deputy Principal of Teaching and Learning must be contacted by the parent/guardian so that suitable arrangements can be made where possible.
- For long term absences, exceptional arrangements will be made. Staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation.

ABSENCE FROM ALL ATAR AND GENERAL COURSES

Student absence on due date

- If a student is absent from school on the day an assessment is due to be handed in, a parent or guardian must supply a medical certificate explaining absence to the College Attendance Officer, which will be noted in SEQTA. If this is not done, then normal process for 'assessment not submitted' will apply.
- As soon as the student returns to school following the absence, they must submit the task to their teacher (not wait for the next lesson time).
- If a student does not submit or turn up for an assessment without a valid reason, or misses more than one assessment type, then the Assessment Policy rules apply. The student and /or parent need to have an interview with the Deputy Principal of Teaching and Learning.
- Students who have a planned absence (school event or otherwise) over an assessment due date are required to submit work prior to leaving. Students who are at school in the morning before attending a school event must submit all assessments due that day prior to attending the event. Failure to do this will mean that normal late assessment procedures will apply.

Missed In-class Assessment

Students are expected to be in attendance for all in-class assessments. If a student is absent for an in-class assessment, they should be prepared to complete the assessment *immediately* upon their return to school, even if they receive a 0 result. If a student is absent from school for an assessment, a parent or guardian must supply a medical certificate to the College Attendance Officer, which will be noted in SEQTA.

Years 11 and 12 students are also subject to SCSA requirements. A medical certificate is required to be produced each time a student misses an in-class assessment. If no medical certificate is provided, explaining the absence, student will receive a 0 result.

Missed In-class and External Assessments due to extended absence

If an assessment is missed due to long term absence the class teacher is to communicate with the Deputy Principal of Teaching and Learning to discuss how the assessment program will be managed for this student. Long periods of absence due to illness will require a medical certificate to be provided.

Internal Suspensions

Any student who is internally suspended from the College must still sit any in-class assessments at the scheduled time, or as soon as possible following the day of the assessment. Students are still expected to submit any class assessments by the due date.

External Suspensions

Any student who is externally suspended from the College will receive a result of 0 (zero) for any in-class assessments missed. However, students are permitted to sit the assessment at the College and then return home for the duration of the suspension. Students should complete out of class assessments during this time and these must be submitted by the due date. No extensions will be granted.

SECTION 3: GUIDELINES

STUDENT RESPONSIBILITY

Year 11 and 12 students must

- Complete the prescribed work requirements in each subject by the due date.
- Complete all assessment tasks described in the Course and Assessment Outlines.
- Maintain a good record of attendance, conduct and progress.
- Students should initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- Keep all marked assessment tasks as these may be reviewed by the school or the School Curriculum and Standards Authority. Year 12s need to keep assessment work until the end of the calendar year, Year 11s until March of the year in which they are enrolled as 12s.
- If there is evidence of a pattern of absence from scheduled assessment tasks, then the student will be referred to the appropriate Deputy Principal and their parent/caregiver will be informed. All subjects will then likely come under scrutiny. Absence for an unacceptable reason will result in a zero (0) score being awarded.
- In cases where a student is unable to attend school to complete a specially scheduled assessment task and where appropriate supervision can be provided and assured, the student may be given permission by the Head of Learning Area to complete the task at an alternative venue.

Year 11 and 12 Students – Failure to Meet Course Requirements

Students are required to achieve a minimum of eight C grades across their Year 11 units, in order to qualify for automatic promotion to Year 12. If students are on track to complete their VET certificates the number of C grades is reduced. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant HoY and or Deputy Principal of Teaching and Learning or the VET HoLA. Students may be required to:

- Repeat Year 11;
- Make changes to their course selections for Year 12;
- Engage in alternative pathway, such as enrolling with a State Training Provider or employment.

Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student.

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 the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task 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 the Authority requires the College to submit the EST marks then the College will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks.

GUIDELINES

Senior School students will be issued with:

- An outline of the course including program and assessment dates. This will allow for timely completion, bearing in mind other school commitments.
- The School Curriculum and Standards Authority Syllabus for Year 11 and 12.
- Staff will ensure that students are clearly informed of the expectations placed on them should they not comply with this policy regarding submission of work and attendance for assessments. Generally, one week's notice will be given for each assessment.
- Marking keys and rubrics for assessment task will be made available to students (if applicable) as part of their preparation and/or review process after all students have completed the assessments.
- For assessment tasks which are developed over an extended period, students will be assisted by a timeline which will assist with the development of the assessment task.
- Teacher is to inform students of the due date and time (eg, during lesson, end of the school day, 11.59pm).

Students are expected to complete all assessments within their course of study, and adhere to SCSA guidelines. Please note that students who fail to complete at least 80% of the Course Assessments, are at risk of non-completion of the course, as per ATAR course requirements, and of not achieving WACE. At risk students will be referred to the Head of Learning Area and Head of Year.

Assessment Review Procedures

Procedures are in place to ensure that If a decision regarding an assessment task is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If the decision is still not acceptable to the student, the student may then take his/her concerns to the HoLA for review.

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/s does/do not meet the syllabus requirement
- The assessment procedures used do not conform with the school's Assessment Policy
- Procedural errors have occurred in the determination of the mark/s and/or grade/s
- Computational errors have occurred in the determination of the mark/s and/or grade/s

The Principal, or a nominated representative, will conduct the review, with the outcome made available to families. Years 11 and 12 students are also able to appeal to School Curriculum and Standards Authority.

Request to Resubmit Tasks

Students will not be given the opportunity to resubmit a task where the task does not meet the requirements, or they are unhappy with their result. In order to be equitable to all students, extra credit tasks are not given.

Cheating/Plagiarism

Any student caught providing or receiving information related to a test or exam may face a consequence of receiving a score of 0 for that assessment.

When marking an assessment task, the school must be confident that the work is the student's own. A student is not permitted to submit for marking, as original, any work which is:

- Prepared or substantively contributed to by another person (eg. student, teacher, tutor, expert).
- Copied or downloaded from the internet without acknowledging the source, eg. artificial intelligence applications (AIA).

If cheating or plagiarism occurs in any assessment (including the use of unreferenced Artificial Intelligence) the HoLA will be informed and a decision will be made by the HoLA in negotiation with the teacher. Students who allow their work to be copied will receive the same penalty. Marks will only be awarded to work completed by the student. Any severe case of cheating/plagiarism will be reported to the Deputy Principal of Teaching and Learning.

Consequences for plagiarism:

- The work that is plagiarised will not be accepted and the decision to award the mark/grade/ outcome will be made upon the remainder of the work (in this case, student notes and drafts may be used).
- A teacher can refuse to accept any part of the work if the plagiarism is judged as a serious issue and a zero (0) score will be awarded for the assessment.
- For Years 11 and 12 students, a zero (0) score will be awarded for the assessment.

A student is not permitted to submit for marking, as original, any work which is: prepared or substantively contributed to by another person (e.g. student, teacher, tutor, expert), copied or downloaded from the internet without acknowledging the source, e.g. artificial intelligence applications (AIA) or paraphrased or summarises the work of others.

Any ideas or images of others that are used in the work submitted for an assessment task or a practical examination for an ATAR course must be attributed (i.e. the original creator acknowledged). 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 new way that gives it new meaning, re-worked or borrowed).

Use of Artificial Intelligence

Assessments and tasks should not contain content produced by Artificial Intelligence (AI) software, (unless authorised by the teacher), as this is considered cheating and an unfair advantage over other students. If a teacher believes a student has used AI in an assessment or task then, in consultation with the HOLA, the student's knowledge and understanding of the assessed content will be validated through appropriate means. If the student cannot validate all content of their assessment, marks will only be awarded to the work completed by the student.

Changing Courses

All subject changes depend upon the ability of the school to provide for the change and must have parental support. Course changes must be organised through the Deputy Principal of Teaching and Learning and for Years 11 and 12 students wanting to change courses after the cut-off date may need to apply to SCSA for permission to do so.

Where a student changes school during a school year, credit for the completion of work in the same subject will be given upon the student and/or previous school supplying appropriate evidence.

Retention and Disposal of Student Work (ATAR and VET Courses)

Students are responsible for retaining all of their marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the College establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The College retains the files until the marks have been accepted by the Authority.

The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the College. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The College will not use the materials for any other purposes without the written permission of the student.

SECTION 4: SPECIAL PROVISIONS

Students with a Disability or Requiring Special Provisions

Educators at the College are agile and responsive in considering the needs of students as the starting point for all curriculum decisions. Students, 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 relevant Head of Learning Area.

These adjustments will be consistent with those described in the *Authority's Guidelines for Equitable Access Adjustments*, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, a break during a task or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Accommodations provided by the College will need to be reviewed in Year 10 to determine appropriate accommodations needed in Years 11 and 12 and these (especially Year 12 external examinations) will need to be approved by SCSA in order to maintain the integrity of the course.

SECTION 5: COURSE AWARDS

Course Awards are presented to students who have achieved the highest score for each academic Course offered in Years 7 to 12. They are presented at the College Speech and Awards Night (apart from Year 12 Course Awards, these are presented at the Graduation Ceremony). There are conditions to the attainment of these awards, they are as follows;

- The awarded student must have achieved an attendance rate of equal to or greater than 80% full school days throughout the year.
- The student must have achieved an "A" or "B" grade; if the highest scoring student in a course receives a "C" grade – the provision of that award will be considered.
- The College reserves the right to exercise discretion in all cases.

Note the College always maintains discretion over the selection of students for Course Awards.

SECTION 6: ACADEMIC REPORTING

Academic reporting serves the purpose of communicating a student's academic progress and performance to students and their families. The main objectives of academic reporting are:

- **To inform of academic progress.** Academic reporting provides a clear understanding of the student's academic progress, including their strengths and weaknesses, helping to identify areas where improvement is needed so appropriate action can be taken.
- **To motivate students.** Academic reporting can motivate students to improve performance by acknowledging their achievements and highlighting areas where improvements can be made. Positive reinforcement can encourage students to work harder and strive for academic success.
- **To facilitate communication between parents, students, and teachers.** Academic reporting facilitates communication between parties by providing a common platform to discuss the student's academic progress. It provides an opportunity for families to ask questions and seek clarification from teachers.
- **To track academic growth.** Academic reporting helps families to track academic growth over time. By comparing academic reports from previous years, areas where progress has been made and areas where improvement is still needed can be identified.
- **To identify learning needs.** Academic reporting helps teachers to identify learning needs and provide appropriate support to students.
- **Teacher Improvement.** The reporting process provides teachers with valuable feedback on their teaching strategies and helps them to modify their teaching approach to better meet the needs of their students.

Overall, academic reporting serves as a critical tool for parents, students, and teachers to monitor progress, identify needs, and take appropriate action to ensure academic success.

Academic reporting occurs in Term 1 (Interim Report), Term 2 (Semester 1 Report) and Term 4 (Semester 2 Report). All academic reports are available for families and student to view and download through SEQTA.

Every student will receive an academic report; however, if your child has attendance issues (less than 80%) that significantly impact the grading process, an E grade or Not Applicable may be assigned.