



MANDURAH CATHOLIC COLLEGE

UNDER THE PATRONAGE OF THE HOLY FAMILY

ASSESSMENT AND REPORTING PROCEDURE (YEARS 7-10)

CECWA POLICY:	Education
EXECUTIVE DIRECTIVE:	Curriculum Assessment and Reporting
COLLEGE GUIDELINES:	Assessment Guidelines (Parents and Students 7-10)
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

The College ensures that all 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), *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

A student must provide a note from their parent/ guardian if they fail to submit an assessment on the due date, or if they are absent on the date. For absences a note should be given to the College Attendance Officer, which will be noted in SEQTA. If a note is not provided, the following 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).

Non-completion of Assessments

Students are expected to complete all assessments within their course of study.

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.

Please note that students who fail to complete at least 80% of the Course Assessments, are at risk of non-completion of the course. At risk students will be referred to the Head of Learning Area and Head of Year.

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 to find out about content they will miss and 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.

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 note 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.
- 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 or note to the College Attendance Officer, which will be noted in SEQTA. If no medical certificate or note 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 doctor's 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. 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

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 first seek clarity on their mark from the classroom teacher. If the decision is still not acceptable to the student, they may then take this concern to the HoLA for review.

If the concern is still not resolved, the student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, as long as the student has been disadvantaged by any of the following:

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

The Principal, or a nominated representative, will conduct the review, with the outcome made available to families.

Request to Resubmit Tasks

Students will not be given the opportunity to resubmit a task where the submitted 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 them in consultation with the teacher. Students who allow their work to be copied will receive the same penalty. Marks can 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 include:

- 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.

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

Generally, where students change courses, credit cannot be given for work completed in the previous subject. However, where possible:

- Students will be given the opportunity to complete assessments missed and gain credit within a negotiated time frame.
- Recognition of comparable achievement may be given, and credit applied.

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.

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

The College will retain all assessment tasks during the year. 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. Assessments will be returned to students at the end of the school year. All materials not collected at this time are securely disposed of by the College and all recorded evidence of performance for digital assessment tasks deleted/erased. 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.

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.

Please 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.