



Course Outline and Assessment Policy and Procedures

1. Purpose

This Policy provides a framework for course and assessment outline procedures at Swan View Senior High School.

2. Policy

- The Principal is responsible for establishing policy and procedures for course and assessment outlines at Swan View Senior High School.
- Staff at Swan View Senior High School are responsible for compliance with the expectations outlined in the Policy.
- Students at Swan View Senior High School are responsible for compliance with the expectations outlined in the Policy.

3. Student Responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks by the scheduled date and submit all out-of-class assessment tasks by the due date
- initiate contact with teachers if they require an extension of the due date for assessment tasks and other issues pertaining to assessment. Negotiation must take place before the due date and includes absence due to family holidays.

4. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Western Australian Curriculum and School Curriculum and Standards Authority (SCSA) curriculum/syllabus for the course
- provide students with access to a preliminary course outline and assessment outline that meets School Curriculum and Standards Authority (SCSA) requirements on the first day, before teaching commences. The finalised course and assessment outlines must be available by the end of the third week of teaching.
- ensure that all assessment tasks are fair, valid, reliable and based on current curriculum/syllabus content
- develop assessment tasks that allow students to show a range of abilities.

- provide students with assessment feedback and guidance about how best to undertake future tasks within two weeks of the due date
- maintain an assessment file for each student in the course which contains all completed written assessment tasks and to make this file available whenever required by the school or the student
- maintain accurate records of student achievement on the school's reporting system within three days of providing assessment feedback
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

5. Information provided to students

The teacher will provide the following documents:

Years 7 – 10

- a course outline for the unit of work
 - the content from the curriculum in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the curriculum
- an assessment outline for the unit of work that includes:
 - the number of tasks to be assessed
 - the approximate timing 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)
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

Year 11 and Year 12 WACE Courses

- The SCSA syllabus for the course which includes the grade descriptions
- a course outline for the year that shows:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the year that includes:
 - the number of tasks to be assessed
 - the approximate timing 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)
 - the weighting for each assessment task and type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

Year 11 and Year 12 VET

- a copy of the Units of Competency (UoCs) as published by the Industry Skills Councils (ISCs)

- a copy of the proposed Delivery Plan / Training and Assessment Schedule indicating completion dates for assessment tasks and UoCs
- a program of Work

All students will need to complete an induction program.

Note: Students without internet access at home can obtain a copy of these documents from their teacher upon request.

6. Assessing student achievement

Years 7 – 10

- The teacher, in consultation with the Head of Learning Area (HoLA) or Teacher in Charge (TiC) of the Learning Area, will determine the number and types of assessment tasks that will occur during the year.
- Numerical marks or grades will be assigned to each task. This is determined by the Learning Area.
- Students in Years 7-10 will be assessed according to an achievement standard, which describes the expected level that 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 achievement standard for each year is described as 'C' or Satisfactory.
- When marks are provided for assessment tasks the teacher will generate a ranked list for all students based on the task marks. This ranking will be used to identify preliminary grade cut-off points. Student work on either side of the cut-off will be reviewed and compared to the assessment pointers.
- Assessment pointers will be used to validate teachers' professional judgement when reporting against a five-point scale. The final grade cut-off is then determined. Grade cut-offs may vary between courses and between different calendar years.
- As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability. Many students will be given the same grade in Semester 1 and Semester 2, even though their teachers will have observed growth in learning. Work in Semester 2 is generally more advanced as it builds on Semester 1, so when a student maintains a grade from one semester to the next it demonstrates they have grown in their learning.

Year 11 and Year 12 WACE Courses

- The teacher, in consultation with the HoLA or TiC of the Learning Area will determine the assessment tasks that will occur during the year. The number, types and weightings of assessment is determined by SCSA syllabus. Tasks will include two end of semester examinations for all ATAR courses in Year 11 and Year 12 and one Externally Set Task (EST) for Year 12 General and Foundation courses. All assessment tasks provide evidence of student achievement.
- The teacher generates a ranked list for all students based on the weighted mark out of 100. This ranking identifies preliminary grade cut-off points. Student work on either side of the cut-off is examined and compared to the

grade descriptions. The final grade cut-off is then determined. Grade cut-offs may vary between courses and between different calendar years.

- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.
- 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.
- 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 person in the group. Typically, this will be identified in the task or task brief provided to the students at the commencement of the task.
- Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course.

Year 12 WACE General Courses

- All students enrolled in a Year 12 General or Foundation course are required to complete an EST for that course. The EST is a written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.
- Where a student does not complete the EST 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 SCSA requires the school to submit the EST mark, then the school will determine if the reason for non-completion is acceptable (see Section 14 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school, the student will complete the task when they next attend class.

Year 11 and Year 12 VET

- Students are assessed by demonstrating their competence in the skills outlined in the relevant UoCs. All Elements and Performance Criteria must be deemed competent by the assessor prior to a unit being completed. All UoCs must be deemed 'competent' for the student to achieve the Certificate qualification.
- Achievement for UoCs is recommended as competent or not yet competent. Students are advised to work to the best of their ability in all assessments as there are opportunities for school and external awards.

7. School Examinations

School examinations are included in the assessment outline for the course. The weighting for these school-based examinations varies between courses and can be determined from the assessment outline.

Year 7 Achieving Curriculum Excellence (ACE) program students: A written examination will be held at the end of the year. The examination is 60 minutes in duration.

Year 8 ACE program students: A written examination will be held at the end of each semester. The examination is 60 minutes in duration.

Year 9 and Year 10 students: Written examinations will be held each semester for English, Humanities and Social Sciences, Mathematics, Science, and for students participating in the FAME and ACE programs. Written examinations are 90 minutes in duration.

Year 11 and Year 12 ATAR students: All ATAR course examinations will be held at the end of Semester 1 and the end of Semester 2. A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations will be typically 2 hours for practical courses or 2.5 hours for written courses for Semester 1 and 2.5 or 3 hours for Semester 2. In Year 12 all written examinations will be 3 hours' duration except for courses with a practical, performance or oral examination which will be 2.5 hours plus a separate practical, performance or oral examination. All ATAR Mathematics Examinations will be 2 hours 45 minutes.

The examination timetable will be issued to students two weeks before the start of the examination period.

All examinations

If an examination contains an error or questions are based on content that is outside the syllabus the school will remove the question containing the error or based on content outside the syllabus and re-calculate the weighting for that part of the examination

If there is a breach of security the school will:

- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the student must submit a sickness and misadventure form to the Deputy Principal - Teaching and Learning. The Deputy Principal - Teaching and Learning will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable an alternate date will be set or where this is not possible the student will not sit the examination. The Senior Leadership Team will determine the outcome if an examination is not sat. ie a statistical analysis of similar tasks will be made to estimate an examination mark.

8. Cheating, collusion and plagiarism

It is the responsibility of each student at the School to:

All students:

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

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

- prepared or substantively contributed to by another person
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.
- Generated using AI technologies without appropriate acknowledgement of the use of such technologies.

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

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

- a mark of zero or no grade for the whole assessment task, or
- a mark of zero or exclusion of information contributing towards a grade for the part of the assessment task where the teacher can identify that the work is not the student's own.
- If a student persists in using AIA to generate assessment tasks, they will be required to complete their tasks as hard copies.

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

9. Security of assessment tasks

- Where there is more than one class studying the same course at the school, all the assessment tasks will be the same to ensure student marks are on the same scale.
- In such cases 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.
- Students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.
- Where the School uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

10. Retention and disposal of student work

- The teacher will retain all student marked assessment tasks. This material is required by the teacher when assigning grades at the completion of the course and may be required by SCSA for moderation purposes.
- Student assessment tasks will be disposed of at the beginning of the following school year.
- The school will not use the materials for any other purposes without the written permission of the student.

11. Modification of the assessment outline

If circumstances change during the teaching of a course, requiring the teacher to adjust scheduled assessment tasks, then students will be notified, and the modified assessment outline will be provided.

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

12. Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in SCSA's Guidelines for disability adjustments for timed assessments, which can be accessed from SCSA website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, 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.

13. Completion of assessment tasks

Year 7 – Year 10 students, Year 11 and Year 12 WACE course students

- A grade (A, B, C, D or E) is assigned for each course completed. Students are required to:
 - attempt all in-class assessment tasks on the scheduled date
 - submit all out-of-class assessment tasks on or before the due date.
- If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant HoLA/Tic who will provide a receipt for the student.
- Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable (see Section 14 below for details).
- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the school (see Section

14 below for details) the student's assessment outline will, where possible, be adjusted and a grade assigned.

- If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.
- Students may be able to negotiate an extension before the due date of the which the assessment is due. The granting of the extension is at the discretion of the trainer/teacher/head of learning area.

Where an assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the school (see Section 14 below for details), the following penalties may apply:

- 10% reduction in the final student mark per day up to a maximum of five school days,
- an indication in a report comment or in the attitude, behaviour and effort criteria on the report, or
- a mark of zero if submitted more than five school days late or not submitted.
- Assessment tasks may be resubmitted after the five school days with agreement from the classroom teacher in consultation with the HoLA or TiC.. The maximum mark possible is 50%.
- ~~Where an in-class assessment task is missed, and the student **does not** provide a reason which is acceptable to the school (see Section 14 below for details) the student will receive a mark of zero.~~

VET students

Submission of Assessment Tasks

- Due dates are to be clearly outlined and published in the delivery plan or training and assessment schedule. Where adjustments are made to these dates, it should be done in consultation with students and trainers/teachers.
- Assessments being completed outside class time are to be received by 3.00 pm on the due date.
- Students may be able to negotiate an extension before the due date of the which the assessment is due. The granting of the extension is at the discretion of the trainer/teacher/head of learning area.

Declaration of Authenticity

All students are required to sign a Declaration of Authenticity when assessment tasks are submitted. This declaration states that the work is your own. Work submitted that is plagiarised will be deemed incompetent and student's placement in the qualification will be at risk.

14. Acceptable reasons for non-completion or non-submission

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

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment is scheduled

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school before 9.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- provide either a medical certificate **or**
- a letter of explanation immediately the student returns to school.
- The medical certificate or letter of explanation should be shown to the teacher and then taken to administration for filing.

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

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

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/caregiver may negotiate with the HoLA/Tic the development of an individual assessment plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event affects delivery of the teaching program, the completion, submission or marking of one or more assessment tasks, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

VET

Consequences of Failure to Submit Work

Theory/In-Class Assessment

- Where a student misses an assessment, or fails to complete an assessment, the student will be given another opportunity to sit or complete the assessment at an agreed later date.
- Students who fail to submit an assessment on the required date will be required to attend a lunchtime detention, or series of detentions until the work is completed to a competent standard.
- Any student who completes an assessment that is deemed to be not competent will be required to resubmit an alternative task until the task is completed to a competent standard.

Practical Assessment

- Students completing practical assessments within UoCs are required to participate in all the practical sessions organised.
- Students are required to attend excursions, interviews and external assessments as planned by the trainer/teacher; failure to attend will result in the student being required to complete the UoC in their own time or as organised by the trainer/teacher.

Students in Year 11 will remain at school in Term 4 until they are deemed to have completed enough of the UoCs to successfully complete it in Year 12.

15. Transfer between courses and/or units

Should a student commence a course after the start of the school year they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal - Teaching and Learning. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the course into which they wish to transfer.

Year 7 – Year 10: Transfer of courses is only considered at the discretion of the HoLA/Tic and the Deputy Principal – Teaching and Learning

Year 11 and Year 12 WACE Courses: Friday of Week 4 in Term 1

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from SCSA. In this case the marks for the course completed in Semester 1 will be uploaded as Unit 1 and the marks for the new course will be uploaded as Unit 2.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual assessment plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

16. Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal - Teaching and Learning will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used and where necessary, these marks will be statistically adjusted to

ensure that they are on the same scale as those at Swan View Senior High School.

- determine the additional work, if any, to be completed
- determine the 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 education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/caregiver and provided to the student.

17. Reporting student achievement

Year 7 – Year 10

Student achievement is reported as a mark or a grade. All marks and/or grades achieved during the year are interim. Grades are not finalised until the course is completed at the end of the year.

Year 11 and 12 WACE Courses

The school reports student achievement at the end of each Semester. The report provides for each course:

- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the cumulative percentage mark (calculated from the weighted total mark).

The Semester 1 mark and grade are interim as they are not finalised until the course is completed at the end of the year.

At the end of the year, students will be provided with a Swan View Senior High School statement of achievement, which lists the school mark and grade for each course. These results will be submitted to SCSA. Grades are determined using grade descriptions as printed in SCSA course syllabuses.

All final grades are approved by SCSA at the end of the year. The student (and parent/caregiver) will be notified of any changes that result from SCSA's review of the student results submitted by the school.

Year 11 and 12 VET

Achievement for UoCs: Recommended as NS (not started), OT (on track), IP (in progress), AR (at risk), Competent or Not Yet Competent as UoCs are completed during the course.

Semester 1 & 2 Reporting – Under the 'Qual Result' column - Indicate performance as EP (excellent progress), GP (good progress), SP (satisfactory progress), LP (limited progress), CfC (cause for concern).

At the end of year 12 or on completion of a Certificate course, under the 'Qual Result' column indicate A (achieved) or N (not achieved)

Successful completion of VET qualifications and endorsed programs will be listed on the statement of attainment.

18. Reviewing marks and grades

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

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/caregiver) should approach the relevant Head of Learning Area/Teacher-in-Charge responsible for the course.

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

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/caregiver.

If this review does not resolve the matter, the student (or parent/caregiver) may appeal to the SCSA using an appeal form which is available from the Deputy Principal - Teaching and Learning or SCSA website. Authority representatives will then independently investigate the claim and report to SCSA's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

19. In-class assessment and examination conduct

All students

- Any activity that allows one candidate to have an unfair advantage over other candidates is deemed to be unacceptable.
- All work submitted for assessment (including practical examinations) must be your own work. If it incorporates material that is not your own work, this material must be acknowledged appropriately. Plagiarism could lead to an assessment task mark being cancelled or having an assessment task mark significantly reduced.

Year 9 and Year 10 students, Year 11 and 12 ATAR students:

It is your responsibility to ensure that you understand all instructions relating to the examinations. Breaches of examination rules and maximum penalties that might apply include but are not limited to:

- Impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks, exclusion from remaining examinations in that year, and the matter reported to the police.
- Collusion between candidates: cancellation of the practical and/or written raw examination marks in the examination of each of the candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
- Possession or knowledge of examination questions before an examination: cancellation of all the candidate's practical and/or written raw examination marks.
- Possession of unauthorised materials during the examination: cancellation of part or all the candidate's practical and/or written raw examination marks where unauthorised materials are relevant to the course being examined (whether actual use is established). Possession of mobile technologies (for example smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved will result in the cancellation of all or part of the candidate's practical and/or written raw examination mark.
- Markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established).
- Removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical and/or written raw examination mark relating to the materials, the materials being removed and the matter reported to the police.
- Examination room behaviour: blatant disregard of examination room regulations will result in the removal of the candidate from the examination room and will be awarded a mark of zero for the examination.
- Failure to follow examination instructions: cancellation of part or all the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over other candidates.
- False declarations: cancellation of part or all of the practical and/or written examination mark where the candidate falsely declares that the work presented for external assessment is their own and/or that it conforms to the specifications of the course.

An alleged breach of examination rules is reported to the Deputy Principal - Teaching and Learning.

Candidates have the right of appeal against a penalty being imposed on the grounds that:

- a breach of examinations rules did not occur
- such an appeal must be lodged at the Deputy Principal - Teaching and Learning within eight calendar days of the despatch date of the penalty notification.

20. Document Control

<p>Reference Number: Owner:</p> <p>Created: Modified: Approved: Next Review:</p> <p>Links to Regulatory Framework:</p>	<p>Deputy Principal – Teaching and Learning</p> <p>1 May 2020 2 April 2025 7 April 2025 7 April 2028</p> <p>Legislation/Authority</p> <ul style="list-style-type: none"> • Public Sector Management Act 1994 (WA) • School Education Act 1999 (WA) • School Education Regulations 2000 (WA) 	<p>Implementation and Review:</p> <p>The Deputy Principal – Teaching and Learning is responsible to the School Executive for the continuous monitoring and review of the <i>Course Outline and Assessment Policy and Procedures</i>.</p>
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