



Assessment and Reporting Policy

Guidelines for
Students and Parents



Acknowledgement of Country

We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of this Country and its waters that Kennedy Baptist College stands on. We pay our respects to Noongar Elders past and present.

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Policy

This policy is accessible to all students and parents/guardians at Kennedy Baptist College ('the College') through SEQTA Learn and Engage and is based on the School Curriculum and Standards Authority ('the Authority') requirements.

The College will implement and maintain a curriculum and learning environment to meet the learning needs of all students and assess and report student achievement in accordance with the established standards of the Authority.

The assessment and reporting of students' progress informs students and their families and provides a framework for review. Assessments will be fair, consistent and adhere to clearly stipulated assessment and reporting procedures. Reporting must be uniform, with a scope to address the individual needs of students.

This policy applies to the assessment, grading, and reporting of student achievement, for all courses at Kennedy Baptist College.

Assessing Student Achievement

Student achievement is provided formally as a report (see Section 5). The achievement is reported as a grade (see Section 4). To be awarded a grade, a student must complete the teaching, learning, and assessment program of a course. Each student is required to:

- Attend all classes for each course.
- Participate in the teaching and learning activities of each class for each course.
- Make a reasonable attempt at each assessment.

This policy describes the assessment, grading and reporting procedures used in all courses at Kennedy Baptist College.

Principles of Assessment

School-based assessments involve teachers gathering, describing and quantifying information about student achievement. Assessment tasks may include tests, examinations, essays, reports, investigations, exhibitions, productions, performances, and presentations. School-based assessment tasks are based on the following principles.

- a. Assessment is an integral part of teaching and learning.
- b. Assessment should be educative.
- c. Assessment must be fair.
- d. Assessment should be designed to meet its specific purposes.
- e. Assessment should lead to informative reporting.
- f. Assessment should lead to school-wide evaluation processes.
- g. Assessment should provide significant data for improvement of teaching practices.

When planning an assessment task, the College will ensure:

- **Validity**
Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.
- **Reliability**
Assessment tasks provide consistent and accurate assessment information for the target population.
- **Discrimination**
Assessment tasks discriminate to distinguish between students who have mastered the material and those who haven't. This improves assessment tasks and refining broader assessment construction methodologies.

Procedure

1. Responsibilities

1.1. College responsibilities

The College is responsible for:

- Maintaining an Assessment and Reporting Policy based on the Authority's assessment guidelines. The procedures used by teachers to assess student achievement in each course must comply with the College's *Assessment and Reporting Policy*.
- Developing a course outline and an assessment outline for each course.
- Implementing appropriate assessment practices.
- Implementing appropriate procedures for managing assessment information.
- Assigning grades as specified by the Authority.
- Providing individual assessment information to students. If requested, the College must provide the Authority with access to teachers' assessment documentation and the marked assessment tasks.
- Implementing assessment review and appeal processes.
- Participating in the Authority's procedures and reviews.

1.2. Teacher responsibilities

Teachers are responsible for:

- Developing a teaching and learning program that appropriately delivers the current Authority or VET syllabus for the course.
- Providing students with access to a course and assessment outline (see Section 2).
- Ensuring that all assessment tasks meet the Principles of Assessment.
- Providing students with timely assessment feedback with guidance about how best to undertake future tasks.
- Maintaining accurate records of student achievement.
- Meeting College and external timelines for assessment and reporting.
- Informing students and parents/guardians of student academic progress, as appropriate.

1.3. Student responsibilities

Students are responsible for:

- Keeping informed of course requirements by regularly checking SEQTA.
- Attempting all in-class assessment tasks on the scheduled date and submitting all out-of-class assessment tasks by the due date.
- Maintaining required attendance levels, conduct and course progress (a student who is absent from a class for five (5) lessons or more per term is deemed to be 'at educational risk' of not achieving their best possible result).
- Providing immediate and appropriate evidence pertaining to any absence from the College.
- Contacting teachers concerning absences 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.
- Contacting Heads of Year (HoYs) regarding issues pertaining to attendance, participation and completion of course programs.
- Informing their parents of absences 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 course programs.
- Maintaining an assessment file for each course studied which contains all completed written assessment tasks (see Section 9 for details).
- Contacting the Deputy Principal Curriculum or Director of Studies to discuss transfer between courses.

1.4. Parents' responsibilities

Parents are responsible for:

- Keeping informed of course requirements and student progress by regularly checking SEQTA and emails.
- Assisting their child to maintain required attendance levels, conduct and course progress.
- Providing immediate and appropriate evidence pertaining to their child's absence from the College.
- Contacting their child's HoY regarding any issues pertaining to attendance, participation and completion of assessment programs.
- Contacting the Deputy Principal Curriculum or Director of Studies where health issues or other personal circumstances may affect/prevent a student completing an assessment task, particularly examinations and education authority testing (e.g., NAPLAN, OLNA etc.)
- Contacting the Deputy Principal Curriculum or Director of Studies to discuss student transfer between courses.

2. Curriculum Documentation

Prior to course commencement the teacher will provide the following documents through SEQTA Learn and Engage.

2.1. Syllabus

2.1.1. Years 11 and 12

The Authority's syllabus for the unit or pair of units includes grade descriptions.

2.1.2. Years 7 – 10

The scope and sequence for the relevant learning area.

2.2. Course outline

For each course outline the teacher determines and must indicate:

- The content from the syllabus/qualification and the sequence it's going to be taught in.
- The approximate time allocation to each section of content from the syllabus/qualification.

2.3. Assessment outline

The assessment outline is a plan of assessment tasks that will be used to assess student performance. The teacher determines the assessment tasks which must conform to the assessment requirements defined by the Authority. The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content.

Each assessment outline must include the following information:

- The number of tasks to be assessed.
- A general description of each assessment task.
- The assessment type.
- An indication of the content covered by each assessment task.
- 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.
- The weighting for each assessment type.

It is common practice for:

Years 7 – 10

Elements of the course and assessment outlines to be presented as either a combined document or separate documents.

Years 11 and 12

- WACE courses – separate course and assessment outlines are provided.
- VET courses – a program outlining the sequence of delivery of course competencies are provided.

If there is a significant change to the course and/or assessment outline (e.g. a planned assessment task is deleted, and all other tasks are re-weighted) then:

- The amended documents will be uploaded to SEQTA Learn and Engage.
- Student and parents/guardians will be informed through SEQTA Learn and Engage.

3. Assessment Tasks

Assessment tasks provide evidence of student achievement. Assessment tasks are developed by the teacher using the assessment types prescribed in the syllabus. When developing assessment tasks, the teacher is required to consider the Principles of Assessment identified in the policy.

Assessment tasks developed should enable the teacher to determine the achievement of all students on a comprehensive sampling of the syllabus content. Where required, the weighting for each assessment type must conform to the weighting in the assessment table in the relevant syllabus.

3.1. Security of assessment tasks

Where more than one class is studying the same course at the College, all or most of the assessment tasks will be the same to ensure student marks are on the same scale. 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. Students must not discuss the

nature of the questions with students from other classes until all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College 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.

Learning areas may re-use an assessment task that was used in a previous year or use an assessment task that was developed by colleagues, professional associations and/or commercial publishers. To ensure that the re-use of a task does not advantage/disadvantage a particular group of students the following strategies are common practice:

- Collection and retention of assessment tasks and student responses until disposal by the College.
- Modification of assessment tasks before future re-use.
- Sources of assessment tasks published and/or set externally are not disclosed to students.

3.2. Rules for the conduct of assessments and examinations

Appropriate conduct is crucial to ensuring the reliability, validity and fairness of all assessments and examinations. The College, supervisors and students have clear responsibilities whenever a formal assessment or examination is conducted.

The examination timetable and associated rules will be issued to students before the start of the exam period.

Timing and associated rules will also be provided to students and parents for NAPLAN, OLNA or any other assessments required by government authorities (see Appendix 1.)

3.3. General guidelines for all in-class assessments

The supervisor will:

- Invite students into the assessment environment.
- Provide the assessment or instruction on how to obtain the assessment.
- Provide students with clear instructions to begin the assessment.
- Monitor student participation in the assessment.
- Report breaches of assessment protocol to the relevant College staff member.

Students must:

- Be prepared for the assessment.
- Ensure they have the correct equipment.
- Submit any unauthorised material to the supervisor before beginning the assessment.
- Follow instructions.
- Complete the assessment to the best of their ability.

- Ensure an excellent standard of behaviour for the assessment.

Any breach in assessment protocols by a student will result in the cancellation of some or all marks. Parents will be informed of assessment breaches and the resulting consequences.

3.3.1. College examinations

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

Summary of examinations

Year	Timing	Type	Course	Typical Duration
7	None	None	None	None
8	None	None	None	None
9	Semester	Written	English, Humanities, Mathematics and Science	1.5 – 2 hours plus reading time
10	Semester	Written	English, Humanities, Mathematics and Science	1.5 – 2 hours plus reading time
11	Semester	Written Practical*	ATAR courses only	2 – 3 hours plus reading time
12	Semester	Written Practical*	ATAR courses only	2.5 – 3 hours plus reading time

* A practical performance/oral examination will also be held in those courses with a practical, performance or oral ATAR examination.

If an examination contains an error or questions based on content that are outside the syllabus or there is a breach of security the College will:

- Remove the question containing the error or content outside the syllabus; or
- 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).

3.3.2. NAPLAN and OLNA

These assessments are set by external education authorities. Kennedy Baptist College must adhere to the policy, procedures and guidelines of these authorities.

Summary of assessments

Year	Timing	Type	Course	Typical Duration
7	Term 2	NAPLAN	Four (online assessments)	40 – 60 minutes
9	Term 2	NAPLAN	Four (online assessments)	40 – 60 minutes
9 & 10	Maximum two attempts	OLNA	Maximum of three (online assessments)	50 – 60 minutes
11	Maximum two attempts	OLNA	Maximum of three (online assessments)	50 – 60 minutes
12	Maximum two attempts	OLNA	Maximum of three (online assessments)	50 – 60 minutes

NAPLAN All students complete NAPLAN (unless formally withdrawn by parents).

OLNA Year 9, 10, 11 and 12 students who have yet to demonstrate literacy and numeracy standards.

Assessment breaches are reported to the relevant authority who determine the penalty. Any student who breaches the rules may also incur College discipline action in accordance with the College behaviour management system.

3.3.3. Externally Set Tasks (ESTs)

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.

3.3.4. Marking keys

A marking key for each assessment task is developed by the teacher to determine the criteria used to award marks. The EST marking key for each General and Foundation Year 12 course is provided to schools by the Authority.

Marking keys:

- Ensure a consistent interpretation of the criteria that guide the awarding of marks.
- Provide the basis for feedback to students.
- Enable the fair and valid ranking of student achievement/performance.

In the case of many assessment items (multiple-choice, cloze, supply, retrieval, match-up etc.) the marking key is an answer or solution key. For other assessment tasks, such as extended written responses and portfolios, performances and

productions in practical assessments, teachers will use an analytic marking key. Such a marking key provides diagnostic feedback. The format of an analytic marking key will vary according to the course and assessment type.

3.4. Out-of-class assessments/assignments

If an out-of-class assessment task/assignment cannot be submitted directly to the teacher, it is submitted to staff in Student Services who will record the submission. Students are encouraged to wait until the submission is recorded in their presence.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student provides a reason which is not acceptable to the College the following penalties apply:

- 10% deduction of the total value of the assessment (if submitted one (1) school day late); or
- 20% deduction of the total value of the assessment (if submitted two (2) school days late); or
- 30% deduction of the total value of the assessment (if submitted three (3) school days late); or
- A mark of zero (if submitted more than three (3) school days late or not submitted).

If a student does not submit an out-of-class assessment task and is present in class on the due date the teacher will inform parents, either via phone call or a SEQTA message.

The notification of a penalty for non-submission or late completion will be provided to parents via a College email.

4. Grades

The College reports student achievement in grades. The grade assigned describes the overall achievement of a student for the completed course. The following grades are used:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement

The College reports on student achievement in VET courses as 'competent' upon successful completion of all course requirements.

4.1. Course completion requirements

A course grade can only be assigned for a completed course and assessment program. This may be waived if the College accepts that there are exceptional and justifiable circumstances for non-completion of the program (see Section 6.)

4.2. Grade descriptions

Each grade is based on the student's overall performance against course standards. In Years 7-10 the achievement standards are defined and available through the Authority's website.

Judging standards are a tool to support teachers 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 student's. The achievement standard describes an expected level of achievement that the majority of students are achieving or working towards by the end of that school year.

In Years 11 and 12 the standards are defined by the grade descriptions which are included in the syllabus.

Grade descriptions:

- Relate directly to the syllabus content.
- Describe the general characteristics of student achievement at each grade level.
- Express, in positive terms, what a student knows, understands, and can do.
- Clearly define the level of proficiency for each grade on a continuum of performance.
- Provide a guide for teachers when developing teaching and assessment programs.
- Provide improvement targets for students.
- Provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards.
- Are subject to continuing review by the Authority.

4.3. Establishing grade cut-offs

To establish grade cut-offs at the completion of a course the teacher:

- Generates a ranked list of all students based on the weighted mark out of 100 using the College's assessment outline.
- Compares the work for selected students with the grade descriptions.
- Identifies from the ranked list clusters of each grade A, B, C, D and/or E.
- Examines the work of the students either side of a change in grade cluster.
- Determines the cut-offs for each grade.

The results must be internally consistent and students with the same mark cannot be assigned different grades. As the standard of assessment tasks and the standard of marking may vary from year to year, teacher to teacher and course to course, pre-established cut-offs can only be used as a notional point at which to start reviewing student work against the grade descriptions.

4.4. Assigning grades where the College has multiple classes in a course

If more than one teacher is delivering the same course the College ensures that marks and grades assigned are comparable across all classes. This internal comparison ensures that students are neither advantaged nor disadvantaged by the assessment procedures of teachers within the College.

Internal comparison is based on collaboration between teachers. When assigning grades for a course, the College ranks all students in the course, rather than ranking students within individual classes. The ranked list is used with grade descriptions and student work when assigning grades. This means that the mark for all students from all classes within a course is on the same scale.

To achieve a common scale across multiple classes in the same course teachers typically make use of:

- A common course outline.
- A common assessment outline (i.e. common assessment tasks with the same weightings).
- A common marking key for each assessment task.
- Marking strategies such as:
 - One teacher marks a particular section of the same assessment task for all classes.
 - One teacher marks a complete assessment task for all classes.
 - One teacher marks a complete assessment task for another teacher's class.
 - Double-marking the assessment task, or part of the assessment task, for all students or for a selection of students, then discussing comparisons, reviewing marks and making adjustments where required.

5. Reporting Student Achievement

The College reports student achievement at the end of each Semester. Student achievement is reported in varying formats to the student, parents/guardians/carers and, where required to the Authority.

Year	Semester One	Semester Two
7	Grade, attributes and comments – Term 1, 2 electives	Grade, attributes and comments – Term 3, 4 electives
8 – 10	Grade, attributes and comments – all courses	Grade, attributes and comments – Term 3, 4 electives
11	Grade, attributes and comments – all courses	Grade, attributes, comments and Statement of Results showing grades as reported to the Authority
12	Grade, attributes and comments – all courses	Statement of Results showing grades as reported to the Authority

The College report provides for each course:

- Student attributes and a comment from the teacher.
- A grade ^{1,2,3}.
- The percentage mark¹ (calculated from the weighted total mark).
- The percentage mark in the College-based examination (Year 11 and 12 ATAR courses only).

¹ The Semester One mark and grade are interim as they are not finalized until the end of the year.

² Christian Education and VET courses are not graded.

³ Year 11 and 12 physical education, study classes and VET (end of year) are not included in reports.

At the end of the year, Year 11 and 12 students are provided with a Kennedy Baptist College *Statement of Results*, which lists the College mark and grades for each course unit or pair of units.

- These are the results that will be submitted to the Authority.
- All final grades are subject to approval by the Authority at the end of the year.
- Students (and parents/guardians) will be notified of any changes that result from the Authority's review of the student results submitted by the College.
- The College marks for ATAR Year 12 pair of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students.
- VET results are subject to Registered Training Organisation (RTO) approval and reported to the Authority separately.

Year 7 – 10 grades are not required by the Authority.

6. Attendance and Course Completion Requirements

The College provides each student with the opportunity to participate in the teaching, learning and assessment program of a course. All circumstances impacting a student's ability to complete a course must be communicated to the College. The College will determine if a circumstance impacting a student's ability to complete a course is acceptable or not acceptable.

6.1. Attendance

Students should attend all lessons for all courses. A student is at risk of non-completion when their attendance in a course falls below 90%.

All student absences must be explained in accordance with the College's *Student Attendance Policy*. This will require a parent/guardian to provide the College with:

- A detailed explanation of the reason why the student is absent; and/or
- A medical certificate to explain the absence; and/or

- Submit a *Leave of Absence* request.

When a student is frequently absent from school, the student and parent/guardian must contact the Deputy Principal Curriculum or Director of Studies as soon as possible.

6.2. Acceptable circumstances impacting attendance and/or course completion

Acceptable circumstances are generally events that impact a student for a short period of time, are irregular and cannot be rescheduled. Reasons that are usually acceptable to the College include but are not limited to:

- Health issues.
- Personal circumstances.
- Cultural beliefs.
- Disability (temporary).
- College-approved events (e.g., TAFE, excursions, Workplace Learning, national or state representation).

When cultural beliefs or disability impacts completion of a course, the parent/guardian and/or student must contact the Deputy Principal Curriculum.

6.2.1. Procedures for acceptable circumstances impacting attendance and/or course completion

All teachers will assume a student's reason is acceptable to the College.

6.2.1.1. Short term impact (up to approximately one week)

The teacher will:

- Require the completion or submission of assessment tasks upon returning to the class (generally, within two days of the student's return); or
- Decide on an alternative assessment task (if, in the opinion of the teacher, the assessment is no longer confidential).
- Expect the student to access the teaching and learning activities that occurred whilst the student was away.

Note: Examinations for Years 9 and 10 are not rescheduled. In Years 11 and 12 an examination may be rescheduled.

6.2.1.2. Medium term impact – cultural or disability impact (approximately two – three weeks)

The teacher, in consultation with the Head of Learning Area, will:

- Provide a short period of time for the student to access the teaching and learning activities that occurred whilst the student was away.
- Require the completion or submission of assessment tasks upon returning to the class (generally, within one week of the student's return); or

- Provide an alternative assessment task, or tasks that conform to the assessment requirements of the course (e.g. modify the task/s but maintain the same standards).

Note: Examinations for Years 9 and 10 are not rescheduled. In Years 11 and 12 an examination may be rescheduled.

6.2.1.3. Long term/significant impact (regular ongoing or longer than three weeks)

Years 7 – 10

The teacher, in consultation with the Head of Learning Area, will:

- Provide a short period of time for the student to access the teaching and learning activities that occurred whilst the student was away.
- Require the completion or submission of assessment tasks upon returning to the class (this is negotiated between the teacher and student, and if required, in consultation with the Deputy Principal Curriculum); or
- Not require the assessment task to be completed and re-weight the student's marks for other assessment tasks (if, in the opinion of the teacher, sufficient evidence exists in other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Note: In rare circumstances, and in consultation with the Deputy Principal Curriculum, the student may not be graded for a course.

Years 11 – 12

In consultation between the Deputy Principal Curriculum, the student, parents/guardians, and teachers a plan for completion of the course will be established. The plan may:

- Provide time for the student to access the teaching and learning activities that occurred whilst the student was away
- Modify the assessment schedule so that it can be completed by the student; or
- Provide an alternative assessment task, or tasks that conform to the assessment requirements of the course (e.g. modify the task/s but maintain the same standards); or
- Extend the due date for an out-of-class assessment task or delay an in-class assessment task.

Note: In rare circumstances, and in consultation with the Deputy Principal Curriculum, the student may not be graded for a course or be awarded an E grade.

6.3. Unacceptable circumstances impacting attendance and/or course completion

Unacceptable reasons are generally events that can be rescheduled. Reasons that are unacceptable to the College include but are not limited to:

- Failure in technology.
- More time to prepare for an assessment.
- Preparation for a school ball.
- Significant accumulation of absence.
- Family holidays.

6.3.1. Procedures for unacceptable circumstances impacting attendance and/or course completion

The Principal, Deputy Principal Curriculum or Director of Studies will decide when/if the reason provided by a student or parent/guardian is not acceptable to the College. The student, parents/guardians and teacher are informed of the decision.

The teacher will:

- Award the student a mark of zero for any missed assessments.
- Expect the student to access the teaching and learning activities that occurred whilst the student was away.

To ensure that all requirements of a course are met, the teacher may require the student to make a reasonable attempt at missed assessments, even though a mark of zero is awarded.

If a student accumulates a significant number of days absent from the College, the Deputy Principal Curriculum will inform the parents/guardians that future absences, explained or otherwise, will result automatically in an assessment mark of zero.

A student who does not complete the teaching, learning and assessment program is likely to be awarded an E grade.

6.4. Students who do not have the opportunity to complete a course

On rare occasions some students may be unable to complete a course because of injury, illness, personal circumstances, cultural beliefs, disability and/or specific learning difficulties.

Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parents/guardians/carers and appropriate school support services.

Through this process it may be agreed that the student:

- Attempts fewer courses in a year; or
- Completes some or all the courses in which they are enrolled through the School of Special Educational Needs: Medical and Mental Health, with the support of the College's teachers; or

- Transfers to the School of Isolated and Distance Education (if the student meets the enrolment requirements).

Kennedy Baptist College cannot facilitate on-line learning.

6.5. Procedures to be implemented if an assessment or course is affected by critical and emergency incidents

If the completion of a course or assessment of individual students is affected by a critical or emergency incident (e.g. if a pandemic causes several staff and/or students to be absent from school for an extended period) the following will occur:

- The Head of Learning Area, Director of Studies, Deputy Principal Curriculum, or the Authority reviews the teaching, learning and assessment program, to make a professional judgement of the performance of the students affected by the event.
- The Head of Learning Area, Director of Studies, Deputy Principal Curriculum, or the Authority determines if modifications may be required to the teaching, learning and assessment program.
- The College implements modifications to the teaching, learning and assessment program.
- The College informs the students affected by the event and parents/guardians of all changes, including additional assessment tasks.

7. Students with a Disability

The College recognises that for some students the impact of a disability or impairment may be a barrier to accessing an assessment to demonstrate their knowledge, understanding and skills. Students and parents/guardians are encouraged to contact either the Head of Inclusive Education, their Head of Year, or Deputy Principal Curriculum as soon as a condition impacting access to the curriculum becomes known.

An education plan should be implemented for any student with a known, diagnosed disability, impairment or medical condition impacting their learning. The education plan is written by the College in consultation with parents/guardians and preferably the student, using reports from a relevant specialised medical or allied health professional.

The education plan will outline appropriate curriculum adjustments. Assessment adjustments will be implemented when the diagnosed disability will significantly affect a student's access to a particular assessment task, including examinations. These adjustments will be consistent with those described in the Authority's *Guidelines for Equitable Access for Assessments*, which can be accessed from the Authority website. Common adjustments, depending on the individual student's education needs, include non-working time (time to rest), additional time, modified papers (font/paper colour), c-pens and selected seating.

Note: For Year 12 students with a diagnosed disability which has a functional impact on their performance, the College will apply to the Authority for consideration of equitable access examination arrangements. The granting of these arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment.

8. Cheating, collusion, plagiarism, and making false statements

Integrity is one of the College's five (5) core values. Having academic integrity means students are honest and responsible in the way they learn and complete assessments. They must therefore be:

- Honest about presenting work as their own; and
- Responsible when making use of research resources and technology.

All work in each individual assessment task must be the work of the student. Students must not engage in dishonest acts to gain an unfair advantage.

If a student is believed to have engaged in cheating, collusion, plagiarism, or making a false statement, the teacher will refer the matter to the relevant Head of Learning Area responsible for the course. The Head of Learning Area will discuss with the student the 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, plagiarised, or made a false statement, one of the following penalties will apply:

- A mark of zero for the whole assessment task; or
- A mark of zero for the part or section of the assessment task where the teacher can identify that the work is not the student's own.

The parents/guardians will be informed of the decision made, the penalty and any further disciplinary action.

8.1. Cheating

A student cheats when they act unfairly or dishonestly to gain an advantage over others. Cheating on assessment tasks conducted under test or examination conditions is copying the work of another student or contravening other College rules.

Examples of cheating include:

- Obtaining information about the content of an upcoming test from a student in another class (or providing such information to someone else after you have completed the test).
- Taking unauthorised support materials into an exam (e.g., a programmable calculator when only scientific calculators are allowed; notes to remind you of things you have memorised etc.).

8.2. Plagiarism

A student plagiarises whenever they use someone else's words, ideas, or creation (e.g. an image) without acknowledging the source/s and giving them credit for it.

Plagiarism may be in the form of:

- Submitting the work that another person has completed as one's own work, including artificial intelligence (AI) sources.
- Downloading artwork, graphics, or other material from the internet and presenting it as one's own without acknowledgment.

- Submitting work to which another person such as a parent, family member, teacher, expert, or AI has contributed substantially.
- Failing to provide a correctly referenced bibliography.

8.3. Collusion

A student colludes when another person (e.g., student, family member, a private tutor etc.) provides them with unreasonable assistance to complete an assessment that is meant to be the student's individual effort. If a student cannot honestly say 'this is all my own work' when that is required for the assessment, then they may be guilty of collusion.

Collusion on assessment tasks may be in the form of:

- Providing a student with information about the content of an assessment.
- Submitting work, which is a copy, whole or in part, of another (current or past) student.
- Submitting work to which another person such as a parent, family member, teacher, expert, or AI has contributed substantially.

8.4. Making false statements

Students make a false statement when they:

- Obtain an extension for an assignment on medical grounds when they aren't actually unwell (maybe even involving the provision of a falsified medical certificate); or
- Claim that they (or someone else) contributed sufficiently to a group assessment when that was not the case.

8.5. Authentication of out-of-class assessment tasks

Teachers will ensure, to the best of their ability, that an out-of-class assessment is completed by the student.

To authenticate student achievement in an out-of-class assessment task, teachers typically use a combination of strategies such as:

- Monitoring student progress (e.g. checking a student logbook documenting the stages in the development process).
- Administration of the task in class with open access to reference notes.
- Validation of student achievement by an in-class assessment task under test conditions after the submission of an out-of-class assessment task.
- Completion of the task partially at home and partially at school.
- Requiring a signed student declaration stating that all unacknowledged work is the student's own.

8.6. Assessing individual performance on group tasks

The assessment of individual performance in a group task is acceptable when the purpose of the assessment task is to assess the individual's knowledge, understandings, and skills while in the group situation (rather than to assess the student's capacity to work in a group). In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, understanding and skills that the task aims to assess.

To monitor individual performance on a group task, teachers typically use strategies such as:

- Monitoring group and individual student progress.
- Use of a logbook or checklist to document the stages in the development of the task.
- Peer evaluation.

9. Student Transfers between Courses and/or Units

Students may transfer between courses if the College is able to justify the grade assigned to the student. To do this, the College is required to include the transferring student on the ranked list of students for the courses on which they are transferring.

The transfer process must be completed prior to the deadlines stated to students through notices each year.

Year and course type	Approximate deadline for changes
Year 7	No course changes take place
Year 8, 9, 10 electives	Weeks 5 – 8 of Term 1 after which changes are not generally admissible
Year 8, 9, 10 streamed courses	End of each semester in consultation with Heads of Learning Areas
Year 11 courses	Semester One – approximately Week 8 of Term 1 Semester Two – end of Term 2
Year 12 courses	Approximately Week 8 of Term 1

9.1. Assessing students who transfer

There are various circumstances in which students can transfer courses. These include:

- Transferring between courses after course commencement.
- Transferring between courses and/or units after the completion of a semester.
- Transferring between courses and/or units when students move between schools.

To transfer courses, one or more of the following steps will take place:

- A request is made by the student and/or parents/guardians.
- The student will meet with the Deputy Principal Curriculum or Director of Studies.
- A recommendation may be made by the Head of Learning Area.

- Approval by the parents/guardians may be required.

A meeting or communication may take place with the parents/guardians to discuss student progress, risks and the requirements necessary for the student to be assigned a grade for the course into which they wish to transfer. Transfers within the College are only permitted before deadlines.

Transfers from another school are considered separately.

9.2. Assessing a student who transfers between courses after course commencement

A student who transfers courses within eight (8) weeks of the commencement of the course is required to:

- Complete work to cover the content of the education program that they have missed; and
- Complete any missed assessment tasks; or
- Complete similar tasks (where marked tasks have been returned to other students); or
- In rare circumstances the missed task/s will be removed from the assessment outline for this student and the weightings of other tasks of the same assessment type adjusted accordingly, to ensure that the assessment requirements of the syllabus are met. This condition usually applies to practical components within the course e.g., experiments, cooking etc.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher in consultation with the Deputy Principal Curriculum or Director of Studies will negotiate an individual plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or adjusted assessment outline will be provided to the student.

9.3. Assessing a student who transfers between courses after the completion of a semester

A student who transfers courses after Semester One examinations and before the start of the next program is not required to complete any missed assessments from Semester One. However, when an end of year examination occurs, the student will need to complete work to cover the content of the education program from Semester One.

Where a student transfers at the end of a semester but the next program of work has begun, the student is required to:

- Complete work to cover the content of the education program that they have missed; and
- Complete any missed assessment tasks; or
- Complete similar tasks (where marked tasks have been returned to other students); or

Year 11 students who transfer between courses will have a mark and grade for each unit they transfer reported to the Authority. This means Unit 1 will be reported as the mark and grade as recorded on the College Semester One report and Unit 2 will be reported as the mark and grade as reported on the College Year report.

9.4. Assessing a student who transfers from another school

Student transfers between schools can occur at any time in a school year. College processes differ and are dependent on the entry year group.

9.4.1. Transfers in Years 7 – 10

A student transferring into Years 7 – 10 is not required to complete any missed assessments but where an examination occurs the student is expected to revise all relevant course content and attempt the examination.

Where a student transfers late in the year e.g. Term 4, the College will utilise reports from the student's previous school when assigning a grade.

9.4.2. Transfers in Years 11 and 12

Student transfers for Years 11 and 12 are only accepted within the transfer deadlines set by the College.

- Year 11 and 12 transfers can occur in Term 1.
- Year 11 students can transfer after Semester One is completed at their previous school.
- Year 12 students cannot be enrolled after Term 1.

These transfer (enrolment) conditions mean that a student who transfers fits into the categories described above (at 9.1 and 9.2).

It is the student's responsibility to provide the College with evidence of all completed assessment tasks when they transfer into a class of the same course from another school. The Deputy Principal Curriculum or Director of Studies may contact the previous school to confirm:

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

The Head of Learning Area for the course will determine:

- How the marks from assessment tasks at the previous school will be used.
Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Kennedy Baptist College.
- Additional work, if there is any, to be completed.
- Additional assessment tasks, if there is any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher in consultation with the Deputy Principal Curriculum or Director of Studies will negotiate an individual plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be provided to the student.

9.4.3. Transfers from the College

A student who transfers from the College may require a copy of the course program, assessment outline and assessments. All requests for information should be made directly to the Deputy Principal Curriculum or Director of Studies.

The College is required to retain appropriate materials and records as described in Section 10.

10. Records Management of Student Work (Retention and Disposal)

The College will retain all assessment tasks. This material is required by the teacher when grades are assigned at the completion of a course and may be required by the Authority for moderation purposes. Non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

10.1. Retention of student work

To assist students, the College establishes an assessment file for each student for each course/program. The file holds all marked, written assessment tasks which:

- Are retained at the College in a secure manner.
- Are accessible to the relevant student during class time when marked assessments are returned for evaluation and review purposes.
- Are accessible for revision purposes out of class time during College tutoring or in the presence of a teacher.
- Must be kept in good order by the students (no material is to be removed).
- Is retained by the College until the marks have been accepted by the Authority.

The College will retain all non-written assessment tasks in the form of:

- Audio or video recordings or digital products.
- Photographs.
- Marking keys.

10.2. Disposal of student work

The written assessment task/s file may be available to students for collection after the expiry of the Authority's grade appeal process (typically one term after the end of the academic year).

Non-written practical pieces of work may be available to students for collection after College reporting processes are completed. Materials not collected by the expiry of the Authority's grade appeal process are securely disposed of by the College.

11. Reviewing Marks and Grades

If a student (or their parents/guardians) has an issue or concern regarding the delivery or marking of assessment tasks or the grade assigned for a course they should discuss the issue with the teacher.

If the issue cannot be resolved directly with the teacher, the student (or their parents/guardians) may raise it with the Head of Learning Area responsible for the course.

If the issue cannot be resolved with the Head of Learning Area, the student (or their parents/guardians) can request, in writing to the Deputy Principal Curriculum, that the College conduct a formal assessment review.

A written request should be made if the student considers that they have been disadvantaged by any of the following:

- The assessment outline does not meet the syllabus requirements; and/or
- The assessment procedures used do not conform with the College's *Assessment Policy*; and/or
- 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.

Note: Issues around grading must be discussed within one term of the distribution of a College report.

The Deputy Principal Curriculum, or a nominated representative, will conduct the review. The reviewer will communicate with the student and the teacher/Head of Learning Area independently and prepare a written statement. This statement will be provided to the student and, if required, their parent/guardian.

If this review does not resolve the matter, the student (or their parents/guardians) may appeal to the School Curriculum and Standards Authority using an *Application Form for Student Appeal against School Assessment* which is available from the Deputy Principal Curriculum or Director of Studies or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the College 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 Results* as necessary.

Appendix 1 Rules for the conduct of NAPLAN and OLNA

Instructions for NAPLAN online

Prior to assessment day

Students are required to ensure that their earphones are in working order and the volume settings on their devices are audible when they are using their earphones. Once students go onto their NAPLAN locked-down browser, they cannot adjust their earphone volume settings.

On assessment day

- Students must not leave the assessment window and try to access another website. If students attempt to access any unauthorised information or engage in any other form of cheating, their actions will be reported to the School Curriculum and Standards Authority for investigation. This may result in the cancellation of the student's results. Students' usage of the internet or other applications during the assessment period will be monitored.
- The equipment permitted includes pens/pencils, pencil sharpener, eraser and earphones.
- Students must bring stationery in a clear pencil case or container.
- Students may only bring with them what they need to complete the assessment e.g., no lucky charms or toys are allowed.
- There is no borrowing of equipment during the assessments.
- No communication of any kind (verbal, gestural/signal) is allowed in an assessment. Students may be asked to leave the room if they are continually disruptive.
- Students should not bring smart watches or any other electronic devices (other than the ones required for the assessment) into an assessment room; however, students will be asked to leave their smart watches/devices at the front of the classroom. If they have any smart watches/devices in their possession during the assessment, regardless of its status, the student's assessment may be penalised.
- Students must stay in the classroom for the assessment. Toilet breaks should not be required as assessments are generally the same length as class periods.
- Students arriving late may not be allowed into the assessment room.

Instructions for OLNA

- The equipment permitted includes 2B pencils, pencil sharpener, eraser and fully charged computer.
- Students must bring stationery in a clear pencil case or container.
- Students may only bring with them what they need to complete the assessment e.g., no lucky charms or toys are allowed.
- There is no borrowing of equipment during the assessments.
- No communication of any kind (verbal, gestural/signal) is allowed in an assessment. Students may be asked to leave the room if they are continually disruptive.
- Students should not bring mobile phones, smart watches or any other electronic devices into an assessment room. If they have a mobile phone or smart watch in their possession during the examination, regardless of its status, a mark of zero (0%) may be awarded.
- A clear bottle of water is allowed into the assessment room.
- Students must stay in the classroom for the assessment. Toilet breaks should not be required as assessments are generally the same length as class periods.
- Students arriving late may not be allowed into the assessment room.

Appendix 2 Examination Rules

- Each student is required to attend the scheduled examination.
- No entry to examination rooms is allowed until the supervisor calls candidates in.
- Late arrivals may not be admitted to the examination and are to report directly to the Director of Studies via Student Services.
- The equipment (pens/pencils, pencil sharpener, erasers etc.) for the examination must be in a clear container. No borrowing of equipment during the examination is allowed.
- A clear bottle of water is allowed into the examination room.
- No graffiti of any kind is permitted – includes writing on hands, arms, legs, equipment etc.
- Students should not bring mobile phones, smart watches or any other electronic devices into an assessment room. If they have a mobile phone, smart watch or other electronic device in their possession during the examination, regardless of its status, a mark of zero (0%) may be awarded
- Some subjects permit certain types of calculators, notes, or dictionaries into the examination. It is the student's responsibility to be aware of the requirements for their subjects.
- No lucky charms or tokens/toys are to be taken into the examination room.
- No communication of any kind with another student is permitted during the examination. Any student who is communicating or cheating during an examination will receive a mark of zero (0%).
- A student who is disruptive during an examination will be asked to leave the room and will receive a mark of zero (0%) for the examination.
- Students must remain in the examination room for the entire length of the exam period – even if they have finished early. Toilet breaks are restricted and usually not permitted near the beginning or end of an examination.

Appendix 3 Glossary of terms and definitions

Achievement standard	The achievement standard describes an expected level the majority of students are achieving by the end of a given year of schooling. Meeting the achievement standard at a satisfactory level is described by a C grade. Meeting the achievement standard at a higher level is described by an A (Excellent) grade or a B (High) grade.
Assessment	Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.
ATAR	The Australian Tertiary Admission Rank (ATAR) is used for admission to university courses. The ATAR ranges between zero and 99.95. It reports on the students' rank relative to all other WA students of Year 12 school leaving age. e.g. an ATAR of 70 means the individual is equal to or better than 70% of the student population.
'the Authority'	The School Curriculum and Standards Authority (SCSA) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.
Curriculum	The curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.
EST	An Externally Set Task (EST) is an assessment developed by the Authority. ESTs are compulsory for all students enrolled in a General Year 12 course and/or a Foundation Year 12 course.
Grade	A grade describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
Mark	A student's school mark for a course is the mark out of 100.
NAPLAN	The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for all students in Years 3, 5, 7 and 9 managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA).
OLNA	The Online Literacy and Numeracy Assessment (OLNA) is an assessment developed by the Authority. The purpose of the OLNA is to enable Year 11 and 12 students to successfully meet the WACE requirement of demonstrating the minimum standard of literacy and numeracy.
Reporting	Reporting is the process of formally and informally communicating student achievement to parents, guardians and students.
Registered Training Organisation (RTO)	A Registered Training Organisation (RTO) is an organisation providing VET courses to students, resulting in qualifications or statements of attainment that are recognised and accepted by industry and other educational institutions throughout Australia.
TAFE	Technical and Further Education (TAFE) institutes are providers of VET courses.
VET	Vocational Education and Training (VET) is an education and training package, delivered by registered training organisations, which provide people with occupational or work-related knowledge and skills.
WACE	The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.