



St Joseph's College

Secondary School Teaching, Assessing and Reporting Policy

RATIONALE

St Joseph's College is committed to providing high-quality educational programmes for its students. Assessment, monitoring and reporting are integral to the achievement of excellence for learning outcomes and form an essential part of the teaching and learning process.

TEACHING POLICY

1. Policy Statement

The School Curriculum and Standards Authority (the Authority) requires all schools to implement the *Western Australian Curriculum and Assessment Outline (the Outline)* at www.scsa.wa.edu.au to meet the learning needs of all students.

2. Key Terms

Achievement descriptor	An achievement descriptor describes student achievement in terms of a five-point scale and is used for the purpose of reporting student achievement.
Achievement standard	The achievement standard describes an expected level that 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. Meeting the achievement standard at a lower level is described as a D or an E grade.
Alternative curriculum	An alternative curriculum is a well-established Pre-primary to Year Ten curriculum/framework other than the Western Australian curriculum approved by the Authority.
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.
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.
Grade	A grade describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
Modified curriculum	A modified curriculum is any documented variation to the Western Australian curriculum that a school negotiates with the student and her/his parents/carers in order to cater for the individual learning needs of the student.

Parent/carer	In relation to a child, parent/carer refers to a person who according to the law has responsibility for the long-term care, welfare and development of the child; or for the day-to-day care, welfare and development of the child as defined in the School Education Act 1999.
Reporting	Reporting is the process of formally and informally communicating student achievement to parents, carers and students.

3. Curriculum

St Joseph's College will implement the Year Seven to Year Ten Western Australian curriculum in accordance with:

- the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- the *Principles of Learning, Teaching and Assessment* detailed within the *Outline*.

4. Student progress

In order to maintain positive student achievement teachers will:

- inform students, parents, Head of Department (if applicable) and Head of Curriculum of academic progress as appropriate, including:
 - a student receiving a mark of less than 50% on any assessment item and failure to submit or complete a task on time. Initial contact will be made either by direct message, email, telephone or letter and recorded on SEQTA Teach; subsequent contact to be made by telephone and recorded on SEQTA Teach.
 - a student achieving favourable feedback in one or more subjects at the end of Term One and by Week Six of Term Three. Parents/carers will be informed in writing by a St Joseph's College Commendation Letter.
 - a student demonstrating unsatisfactory progress in one or more subjects at the end of Term One and by Week Six of Term Three. Parents/carers will be informed in writing by a St Joseph's College Letter of Concern.
- complete an assessment task/item prior to Week Four of Term One to determine student course suitability. Some exceptions may be negotiated for practical courses.
- inform parent, Head of Department (if applicable) and Head of Curriculum, no later than Week Eight of Term One of any student who is deemed unlikely to achieve a grade C or better, or a 50 scaled score in English for ATAR students, or a Unit of Competency (UOC) to a full certificate qualification. The Head of Department and/or Head of Curriculum will meet with the student and parents/carers to negotiate a change of course and/or an Individual Learning Contract as required.

5. Assessment

St Joseph's College will:

- monitor and assess individual student achievement, referring to the *Principles of Learning, Teaching and Assessment* detailed within the *Outline*
- develop and administer assessments in relation to the content of the Pre-primary to Year Ten Western Australian curriculum

- ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- develop processes to support all teachers in making valid and reliable judgements
- use data from prescribed national and statewide assessments to inform teacher judgements about student achievement.

St Joseph's College will provide their school community with an assessment and reporting policy that is based on the *Principles of Learning, Teaching and Assessment*.

This policy will clearly and transparently specify how principals and teachers will:

- provide individual students with feedback on their learning
- use student achievement information to plan future learning programs
- make judgements of student achievement in relation to the year-level achievement standard
- administer prescribed national and statewide assessments
- provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers
- communicate with parents/carers about student progress and achievement
- report to parents/carers for each student at the end of each semester
- report to parents/carers with information relating to the development of other student attributes that influence learning.

6. Curriculum planning

St Joseph's College plans curriculum in accordance with the *Western Australian Curriculum and Assessment Outline (the Outline)*, accessible via the School Curriculum and Standards Authority website (www.scsa.wa.edu.au).

Curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and education support schools.

In planning the delivery of the Year Seven to Year Ten Western Australian curriculum, St Joseph's College ensures they meet the requirements outlined in:

- Table 1: Western Australian Curriculum and Assessment Outline: curriculum requirements and available options
- Table 2: Implementation timeline requirements.

Table 1: Western Australian Curriculum and Assessment Outline: curriculum requirements and available options

Learning area	Year level											
	P	1	2	3	4	5	6	7	8	9	10	
English	R	R	R	R	R	R	R	R	R	R	R	
Mathematics	R	R	R	R	R	R	R	R	R	R	R	
Science	R	R	R	R	R	R	R	R	R	R	R	
Humanities and Social Sciences	R	R	R	R*	R	R*	R	R	R	R	R	
Health and Physical Education	R	R	R	R	R	R	R	R	R	R	R	
The Arts	R**	R**	R**	R**	R**	R**	R**	R**	R**	R**	O	O
Technologies	R***	R***	R***	R***	R***	R***	R***	R***	R***	R***	O	O
Languages	O	O	O	R****	O	O						

R = required

O = optional

R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.

R** = The Arts: this learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

- All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.
- It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.
- In Years 9 and 10 the study of The Arts is optional.

R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.

- All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.
- Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.
- In Years 9 and 10 the study of Technologies is optional.

R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:

- in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
- in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

The study of one of the Aboriginal and Torres Strait Islander languages is acceptable.

Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.

Auslan is an acceptable alternative to the study of a language other than English.

Schools may offer a different language from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* teachers will need to exercise their professional judgement in the adaptation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) curriculum or alternative syllabuses.

Table 2: Implementation timeline requirements

Year	Learning area	Implementation requirements
2017	Humanities and Social Sciences Health and Physical Education	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2017	Revised curriculum (v8.1) for English Mathematics Science	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2018	Technologies The Arts Languages – Year 3	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.

Schools use discretion in regard to the use of the *Notional Time Allocation Guidelines: Pre-primary to Year 10* provided in the Outline.

7. Modified curriculum

For some students, differentiation of the curriculum is required to cater for their individual learning needs.

If there is a legitimate reason for a student to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), schools negotiate any variation to the Western Australian curriculum with the student and her/his parents/carers, and document the decisions made (for example, a documented Individual Education Plan (IEP) and documented learning plan).

St Joseph's College uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia [ABLEWA]), detailed in the Outline, for planning for teaching students with disability and additional learning needs.

St Joseph's College uses discretion in regard to the use of the EAL/D Progress Map when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.

ASSESSMENT POLICY

The central purpose of assessment is to understand where students are in their learning. Assessment refers to the broad range of strategies teachers employ to obtain information about their students' skills and understandings, and ranges from asking students questions during a lesson to giving students a formal standardised assessment.

Assessment procedures must therefore be valid, educative, explicit, fair and comprehensive. In addition, all tasks should have the following characteristics.

- They are consistent, accurate and can be used by different groups of students to produce assessment information (reliable)
- They have the capacity to differentiate between student achievements (discrimination)
- They are consistent with the content and assessment requirements of the syllabus (relevance)

The following principles underpin assessment in all courses:

- assessment tasks provide accurate and valid information about the knowledge, skills and understandings expected of students
- assessment makes a positive contribution to students' learning
- assessment procedures and marking keys are explicit and provide a clear basis for judgements
- assessment is demonstrably fair to all students and does not discriminate on grounds such as disability and ethnicity

- judgements about students' progress and achievement are based on multiple assessment tasks of various types

KEY REFERENCE

For WACE courses, assessment guidelines have been established by the School Curriculum and Standards Authority (SCSA). Adherence to these guidelines is mandatory. A Course Outline (including task deadlines) and Assessment Outline must be provided to students at the commencement of the learning program. (See below for more details). This policy is adapted from SCSA (2014). WACE Manual 2014

1. Parent and student responsibilities

Parents and students are required to take responsibility for familiarising themselves with the St Joseph's College Assessment Policy. In addition:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school (see Section 9 below for details)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence 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.

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus for the particular course of study
- provide students with access to a Course Outline and an Assessment Outline (see Section 3 below for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback (within 2 weeks of task submission date) and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting

- inform students and parents of academic progress, as appropriate.

3. Information provided to students

Before teaching starts the teacher will provide on the SEQTA Engage and SEQTA Learn the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions (Senior Secondary only)
- a Course Overview for the course of study 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 course of study 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
 - the weighting for each assessment 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.

The Course Overview and Assessment Outline will meet the St Joseph's College Style Guide requirements.

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

4. Assessing student achievement

At St Joseph's College all students are enrolled in a course of study. In each course of study, a number of assessment tasks occur during the year including end of semester examinations in:

- all ATAR courses
- Religious Education, English, Mathematics, HASS and Science in Year Seven to Ten
- an Externally Set Task for Year Twelve General and Foundation courses (see Sections 5 and 6 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the course of study.

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 will be 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 individual 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 Head of Curriculum.

5. School examinations

School examinations are included in the Assessment Outline for the course of study. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the Assessment Outline.

A written examination will be held in all ATAR courses at the end of Semester One and the end of Semester Two.

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

Written Semester Tests will be administered in all appropriate core subjects (Religious Education, English, Mathematics, HASS and Science) at the end of Semester One and the end of Semester Two as per Table 3. These will be referred to as *Semester One Tests* and *Semester Two Test*.

Table 3

Year Level	Duration
Seven	1 hour
Eight	1 hour and 15 minutes
Nine	1 hour and 30 minutes
Ten	2 hours

In Year Eleven written examinations are typically 2.5 or 3 hours in duration.

In Year Twelve all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are printed in the College Student Diary and are available on SEQTA Engage and SEQTA Learn.

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

- remove the question containing the error or based on 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).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the College will determine whether the reason is acceptable (see Section 13 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the College an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

6. Externally set task

All students enrolled in a Year Twelve 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 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 College to submit the EST marks then the College will determine if the reason for non-completion is acceptable (see Section 13 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College the teacher will:

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

7. Cheating, collusion and plagiarism

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 (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Curriculum. 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 a student is believed to have engaged allowed others to copy their work (including homework), the teacher will refer the matter to the Head of Curriculum. 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 of the following penalties will apply:

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

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

8. Security of assessment tasks

Where there is more than one class 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. In such cases, 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. In their own interests, 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.

If a student is deemed to be on an approved absence for more than two weeks after the submission date a revised assessment task must be completed.

Where the College uses the same assessment task or exam as other schools, the task/examination and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

9. Retention and disposal of student work

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

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

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

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

10. Modification of the assessment outline

If circumstances change during the teaching of a course of study, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified Assessment Outline will be placed on SEQTA Engage and SEQTA Learn.

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.

11. 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 Head of Curriculum. These adjustments will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the 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 with a diagnosed disability consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*, will receive a *Special Assessment Arrangements Granted card*. This card may be kept in the plastic sleeve of the College Diary and presented at the commencement of individual assessment tasks. Teachers will refer to this card to ensure the correct adjustments are provided based on the student's individual needs.

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.

12. Completion of a pair of units

Grades (A, B, C, D or E) are assigned for each course of study completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date; and
- submit all out-of-class assessment tasks on or before the due date.

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 College will determine whether the reason is acceptable (see Section 13 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is **acceptable** to the College (see Section 13 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.

Where an out-of-class 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 College (see Section 13 below for details), the following penalties apply:

- 10% reduction in the mark (if submitted one day late), **or**
- 50% reduction in the mark (if submitted two days late), **or**
- a mark of zero (if submitted more than two days late).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 13 below for details) the student will receive a mark of zero.

If there are two days between successive periods for a particular class (eg. Maths on Monday, Wednesday, Friday, but not Tuesday or Thursday) it is the student's responsibility to submit the task to the appropriate teacher the next school day following the submission date. Not having a scheduled

class on the next day does not preclude the student from submission on this day. If student submits task on next scheduled class period it will count for two days late.

13. 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 College. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) 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 relevant teacher (direct message is acceptable) before 9.30 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.

Where the student provides a reason, which **is acceptable** to the College 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 and re-weight the student's marks for other tasks (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 (e.g. sitting a driver's licence test, preparation for the College ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Head of Curriculum the development of an Alternative Education 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 (e.g. a pandemic) affects delivery of the teaching programme, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

14. Transfer between courses and/or units

An application to transfer between types of courses or between courses is made through the Head of Curriculum. 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.

At St Joseph's College the deadline for student transfers in Year Twelve is Friday of Week 6 in Term One.

In Year Eleven, students may transfer on or before the end of Term One, where class numbers enable this to occur. Students studying a Foundation course may transfer to a General course after the OLN results are received from SCSA.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year Eleven to English General Year Eleven) or to a similar course (e.g. Human Biology ATAR Year Eleven to Integrated Science General Year Eleven), the marks from completed assessment tasks will be used, where they are appropriate and/or transferable. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an Alternative 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/guardian and provided to the student.

15. 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 College with evidence of all completed assessment tasks. The Head of Curriculum 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 Curriculum 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 St Joseph's College.]
- determine the additional work and/or assessment tasks, if any, to be completed

Where additional work and/or assessment tasks are necessary, the teacher will develop an Alternative 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/guardian and provided to the student.

REPORTING POLICY

1. Reporting student achievement

St Joseph's College provides plain language reports of student achievement to parents/carers at the end of Semester One and at the end of Semester Two which:

- are readily understandable to those responsible for the student
- give an accurate and objective assessment of the student's progress and achievement
- include, for subjects studied, an assessment of the student's achievement:
 - in terms of the grades A, B, C, D and E as clearly defined in the Western Australian achievement standards, and
 - in relation to the performance of the student's peer group²
- include information about the student's *attitude, behaviour* and *effort*
- include any additional information the school considers relevant (such as OLNA achievement results), including an overall teacher comment.

² For Year Seven to Year Ten, consistent with the Australian Education Regulation 2013 reporting requirement for reporting relative to the performance of the student's peer group, schools must prepare information that shows the number of students in each of the five achievement levels for each of the learning areas taught in each year. Schools may choose to provide this comparative information to parents as part of the normal reporting process or to provide parents with advice that this information is available on request.

The report provides for each course:

- a comment by the teacher (Year Eleven and Twelve, students on an approved CAP State Equivalent programme and/or students on an approved Individual Education Plan (IEP) programme)

- a grade¹
- the percentage mark in the school-based examination (as per Table 3)
- the percentage mark¹ (calculated from the weighted total mark).

1 The Semester One 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 St Joseph’s College Report, which lists the grade for the course of study. In Year Eleven and Year Twelve the report will list the course mark and grade for the course of study. These are the results which will be submitted to SCSA. Successful completion of VET qualifications and endorsed programmes are also listed on the report.

All Year Eleven and Twelve final grades are subject to approval by SCSA at the end of the academic year. The student (and parent/guardian) will be notified of any changes that result from SCSA’s.

2. Achievement in learning areas

At St Joseph’s College, student achievement in the learning areas taught is reported on a five-point scale for all years from Year Seven to Year Ten. Letter grades and achievement descriptors outlined in Table 4 will be used.

Table 4

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

St Joseph's College implements the learning area reporting requirements outlined in Table 5.

Table 5

Learning areas	Reporting requirements³
English, Mathematics, Science, HASS, Languages, Health Education, Physical Education	Schools report one grade (A–E) as a minimum for English.
Technologies	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> • where subjects are taught concurrently during the year, two grades are required each semester • where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.
The Arts	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> • where subjects are taught concurrently during the year two grades are required each semester • where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.

3. Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum (as outlined in Section 13), in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the *EAL/D Progress Map* when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

4. 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 of study 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/guardian) should approach the Head of Department (if applicable) or Head of Curriculum.

The student or their parent/guardian can request, in writing, that the College 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 College's Secondary 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/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Head of Curriculum or the SCSA website. SCSA representatives will then independently investigate the claim and report to the SCSA 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 achievement as necessary.

Related Documents: Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy
Guidelines for Disability Adjustment for Timed Assessments
Western Australian Curriculum and Assessment Outline (the Outline)
Principles of Learning, Teaching and Assessment

Responsibility: Head of Curriculum

Review Date: December 2017

Next Review Date: December 2019
