



**CHURCHLANDS**  
SENIOR HIGH SCHOOL

## **YEARS 7–12 ASSESSMENT POLICY**

### **1. POLICY STATEMENT**

Churchlands Senior High School is committed to fair, transparent, and comprehensive assessment practices that support student learning and achievement across Years 7–12. This policy outlines the responsibilities, procedures, and expectations for students, parents/carers, and staff in relation to assessment, reporting, and academic integrity.

### **2. POLICY SCOPE**

Assessment and reporting are an integral part of the school Teaching and Learning Program which is guided by the School Curriculum and Standards Authority (SCSA), the Pre-Primary to Year 10 Western Australia Curriculum and Assessment Outline and the Year 11 and Year 12 Western Australian Certificate of Education (WACE) manual.

In accordance with the Western Australian Curriculum, assessment procedures must be fair, valid, explicit, educative and comprehensive.

### **3. PROCEDURES AND RESPONSIBILITIES**

#### **3.1 Student Responsibilities**

It is the student's responsibilities to:

- Complete all prescribed work by the due date.
- Meet all assessment deadlines.
- Maintain a good record of attendance, conduct and progress.
- Proactively contact teachers regarding absences, missed assessments, extension requests and other assessment related issues.
- Maintain a portfolio if required by the Learning Area. Ensure it is up to date and presented to parents/carers for comment and signing as requested by the Learning Area.
- Inform the Learning Support Coordinator of disabilities, learning difficulties, injuries or cultural beliefs that may affect learning or assessment outcomes. Claims for special consideration must be accompanied by appropriate evidence in a timely manner.

### 3.2 Teacher Responsibilities

It is the responsibility of teachers to:

- Develop a Teaching and Learning Program that adheres to the current SCSA and Department of Education Curriculum guidelines.
- Provide students with a written or online assessment outline at the start of the subject, including an overview of assessment tasks and their timing.
- Inform students of the value and weighting of each assessment in line with SCSA requirements.
- Ensure assessments are fair, clear, valid, reliable, educational, and comprehensive.
- Adhere to all aspects of the Learning Area Policy.
- Provide feedback on assessment tasks within 10 school days, including the standards used for assessment.
- Maintain accurate records of student achievement and assessment.
- Use student achievement information to inform future learning programs.
- Organise and maintain student portfolios containing scheduled assessment tasks, providing access.
- Meet school and external assessment and reporting deadlines.
- Collaborate with the Learning Support Coordinator for students with a diagnosed disability, to implement strategies outlined in the Student Profile and/or Individual Education Plan. When necessary, teachers will provide assessments in accordance with the SCSA Equitable Access to Assessment Guidelines, with arrangements negotiated with the student and their parent/carer.

### 3.3 Absence from Class/Missed Work

Absences diminish a student's ability to reach their full potential, with extended absences leading to lower achievement levels. Prolonged absences may prevent a student from meeting the requirements of a subject or course.

- (i) Scheduled Assessment Tasks as indicated in the Assessment Outline

In the case of an absence from a scheduled assessment, the teacher will enter the following communication on SEQTA (online learning management platform used by teachers, parents/carers and students) for all parties.

- In the case of a first absence for a given subject: *"Your child has missed a scheduled assessment task for this subject. If a valid reason is provided, the student will be able to sit the assessments upon their return to school (generally within three school days)."*
- Of any subsequent absence for a given student: *"Your child has missed a scheduled assessment task for this subject. As this is not the first instance, a mark of zero will be awarded unless a medical certificate is provided."*

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable, the student will receive a mark of **zero**. The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment 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/carer must:

- Contact the school before 9.30am on the day via SEQTA absence of the in-class assessment task or due date for submission of an out-of-class assessment **and**
  - Provide an explanation immediately following the student's return to school for the first instance where the student misses an assessment task for any given subject.
  - Provide a medical certificate immediately following the student's return to school for any subsequent absence.

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

- Negotiate an adjusted due date for an out-of-assessment task or an adjusted date for an in-class assessment task (generally, within three days of the student's return), **or**
- Decide on an alternate assessment task (if, in the opinion of the HoLA: the assessment is no longer confidential), **or**
- Not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the 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. family holidays, preparation for the ball).

(ii) Prolonged Absence

If a student cannot attend school for an extended period due to injury or illness, the school will make every effort to support the student's learning program. Support from the School of special Education Needs Mental and Medical Health or SIDE may be arranged if appropriate. Parents/carers must inform the school in such circumstances.

(iii) Family Holidays

Parents/carers must notify the relevant Associate Principal prior to taking holidays during term time. The school does not support family holidays during term, as extended absences impact student learning and progress. No special arrangements will be made for missed work.

**If a student misses an examination or scheduled assessment due to a family holiday, a zero will be recorded for that task. The Associate Principal will communicate with all relevant teachers and HOLAs that a mark of zero must be entered for all missed assessment due to a family holiday through a SEQTA note.**

For other internal assessments (e.g. project-based assessments) affected by family holidays, parents/carers may apply to the class teacher for special consideration to submit tasks early. Decisions on such requests are made by the HoLA.

### 3.4 Changing Courses

Generally, students cannot be given credit for work not completed in the course. However, where possible:

- Students are given the opportunity to complete missed assessments to gain credit.
- Recognition of comparable achievement is given and credit granted.

Where a student changes school during a school year, credit for the completion of work in the same course, is given upon the student and/or previous school supplying appropriate evidence. If this is not possible, the teacher will use all possible means to arrive at a grade which is appropriate.

### 3.5 Late/Non-Submission of Work

Students may apply to their class teacher for an extension to complete assignments, oral presentations, or other tasks. Applications must be made before the due date, and evidence (e.g. medical or personal reasons) may be required.

**Note:** Failure to complete assessments may result in a student losing their Good Standing status. If the teacher accepts the reasons for late or non-submission, they may:

- Grant an extension to complete the task without penalty.
- Exempt the student from the assessment.
- In exceptional cases, with approval from the Associate Principal or HoLA, provide an estimated achievement based on prior performance.

### Penalties for Late Submission

i) Australian Tertiary Admissions Rank (ATAR) Courses

- 1 school day late: 10% reduction
- 2 school days late: 20% reduction
- 3 school days late: Mark of zero

ii) Year 11, 12 General and Year 7 – 10 Courses

- 1 school day late: 10% reduction
- 2 school days late: 20% reduction
- 3 school days late: 30% reduction

Students in General Courses who submit assessment after this time may receive a mark, limiting them to a C grade.

iii) Certificate Courses

Students completing a Certificate Course must demonstrate progress throughout the school year. Teachers must provide a delivery plan outlining when Units of Competency must be completed. Failure to complete a required Unit of Competency implies non completion of the units.

### 3.6 Students requiring special consideration

At the start of each academic year, parents/carers of students with permanent or temporary disabilities and/or specific learning needs will be invited to apply in writing for special consideration during timed assessments.

The granting of Equitable Access to Assessments is not automatic and depends on the provision of medical and/or psychological evidence. Parents/carers of students with a new diagnosis should contact the Learning Support Coordinator as soon as possible.

Parents/carers of students with cultural beliefs that may affect participation in regular tasks must inform the class teacher beforehand to allow time to arrange alternatives. Where too much of the course is affected, parents/carers should consult the relevant Associate Principal to explore more suitable course options.

In the event of an injury preventing a student to write during an assessment, a scribe or a laptop can be provided for Year 7 to Year 10 students. This option cannot be extended to Year 11 and 12 students.

### 3.7 Cheating, Collusion and Plagiarism

Academic integrity is an important aspect of education. Academic misconduct refers to dishonest or unfair conduct in relation to work submitted as part of a scheduled assessment. All work in a scheduled assessment must be the student's own.

**Cheating:** If it is demonstrated that a student has cheated, colluded or plagiarised in an assessment, the following penalties apply:

- i) A mark of zero for the assessment, or
- ii) A mark of zero for the part of the assessment where plagiarism or cheating is identified.

**Collusion** is when students work together to submit work that was required to be done independently.

If it is demonstrated that a student has provided or gained an unfair advantage through collusion, penalties will be applied to all students involved.

**Plagiarism** occurs when a student uses someone's words or ideas without proper acknowledgement. Types of plagiarism include but are not limited to:

- i) Using material generated by Artificial Intelligence (AI) including Generative AI and related tools in assessments.
- ii) Copying material exactly without citing the source, including from the internet or from another student without their knowledge.
- iii) Failing to acknowledge words, phrases, or ideas quoted or paraphrased from an original source.

In all instances of cheating, collusion or plagiarism, parents/carers are informed.

### 3.8 Examinations

Examinations occur in Years 9–12:

Students must follow the examination regulations provided with the timetable. Breaches incur appropriate penalties.

- Attend all scheduled examinations.
- Wear full school uniform to all examinations.
- In exceptional circumstances, alternative arrangements may be made through the relevant Associate Principal.
- Unexplained absences will result in a score of zero.

i) Sickness/Misadventure Procedures for Senior School Exams

The sickness/misadventure provisions apply to students who perform below expectations or are unable to sit an exam due to illness or unforeseen circumstances.

- Students must complete a sickness/misadventure form if they cannot attend an exam. This form is available from the front office and the school website. It must be submitted on the day of the exam or immediately afterwards.
- Generally, students are encouraged to sit the exam if possible. Marks may be adjusted or estimated depending on the circumstances.
- A medical certificate is required for illness, and an independent witness is needed for a misadventure.

### 3.9 Reporting

i) Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Both students and parents/carers will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.
- A grade of 'D' or less is likely in formal reports.

Parents/carers are typically informed when their child performs below the expected standard in an assessment task. Teachers will also respond to requests for information regarding the student's achievement compared to their peer group. This information is accessible via SEQTA Parent Login.

ii) Formal School Reports

Reports are issued:

Formal reports are issued at the end of Semester 1 and 2 each year and show achievement against set criteria or standards.

- Years 7-10 End of Semesters 1 and 2.
- Year 11 End of Semesters 1 and 2.
- Year 12 End of Semester 1 and a final Statement of Results.

Grades follow WA Achievement Standards (A-E).

A+, B, C+ are used in Years 7-10.

Year 11 students receive a formal report at the end of both Semester 1 and Semester 2, while Year 12 students receive a formal report at the end of Semester 1, and a Statement of Results at the end of Semester 2.

- Year 11 and 12 ATAR courses show a grade, a course percentage, and an exam percentage.
- Year 11 and 12 General courses show a grade and percentage.
- Year 11 and 12 Certificate courses include a comment reflecting progress towards competency.
- The Year 12 Statement of Results shows a grade and course percentage.

iii) National and Statewide Assessments

Students in Years 7 and 9 sit NAPLAN. Students who do not meet the pre-qualification of Literacy and Numeracy must sit OLNA until requirements are met.

Students who have not achieved the cut point score in Year 9 NAPLAN must sit the Online Literacy and Numeracy Assessment (OLNA) over Years 9-12 until the standard is met. To meet WACE requirements, students must meet the Literacy and Numeracy Standard. The school will provide parents/carers with reports from national and statewide assessments and offer opportunities for discussion with teachers.

iv) SCSA and Year 11 and 12 Courses

- Senior secondary students aim to achieve their Western Australian Certificate of Education (WACE). Schools must submit a grade of A, B, C, D, or E for each course a student is enrolled in.
- All Senior Secondary Courses at Churchlands SHS are offered as year-long courses made up of pairs of units.
- The final grade and percentage mark for each student, covering both units, is submitted to SCSA. The grade and mark provided in the Semester 1 report are interim results and may be subject to change.

ATAR courses include compulsory external examinations set by SCSA. As part of WACE requirements, all students must sit these external examinations.

Year 12 General courses include a compulsory Externally Set Task (EST), which is worth 15% of the final assessment. The EST is completed in Term 2 and based on Unit 3 syllabi. Exact content areas will be published at the start of the academic year.

### 3.10 Appeals

Students have the right to appeal assessment decisions.

Process:

1. Discuss the concern with the class teacher.
2. If unresolved, request a review with the HOLA or Teacher in Charge.
3. If still unresolved, request a formal review by the Associate Principal.
4. Students may submit a final appeal to SCSA.

#### 4. RELATED DOCUMENTS

Student Behaviour and Good Standing Policy

#### 5. RESPONSIBLE STAFF MEMBER

Policy Manager	Principal
Responsible Staff	Head of Learning Areas
Approval Authority	School Board
Approval date	March 2025 /February 2026
Next evaluation date	March 2028 / February 2029

#### 6. REVISION HISTORY:

Version	Approved Amended Rescinded	Date	Authority	Key changes/notes
V1	Approved	27 March 2025	Churchlands SHS Board	Version One
V2		26 February 2026	Churchlands SHS Board	Two separate year group policies joined into one policy cover covering all year levels.