



## Irene McCormack Catholic College

### CURRICULUM, ASSESSMENT AND REPORTING PROCEDURES

#### 1. Aim

Irene McCormack Catholic College implements a curriculum to meet the learning needs of all students, from Year 7 to Year 12, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum Assessment and Reporting

#### 2. Scope

These procedures apply to teaching staff and students.

#### 3. Definitions

- SCSA - The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.
- Assessment - the ongoing process of gathering, analysing and interpreting evidence, reflecting on findings, and making informed and consistent judgements to improve student learning.
- WACE - The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority to students in Western Australia on successful completion of their senior secondary education.
- Authorised Absence: is a student absence where the reason provided by the parents in writing is considered to be legitimate and deemed acceptable by the College.

#### Principles

Irene McCormack Catholic College assessment programs comply with the requirements of the School Assessment and Standards Authority (SCSA). These include the Policy Standards for Pre-Primary to Year 10 Teaching, Assessing and Reporting in Years 7-10. The principles are:

- An integral part of teaching and learning and contribute to ongoing learning.
- Educative.
- Develop processes to support teachers in making valid and reliable judgements.
- Fair and equitable.
- Designed to meet a specific purpose.
- Enable students to demonstrate their knowledge, understandings and skills in relation to the year level standard.
- Lead to informative reporting.
- Lead to school-wide evaluation processes.
- Provide significant data for the improvement of teaching practices.

## **Student Responsibilities**

Students must:

- Complete all assessments required in each course.
- Complete all work requirements in each course.
- Ensure that they inform the school before anticipated absences and request an extension on assessments with the 'Application for Extension' form that can be accessed from the front office.

## **Teacher Responsibilities**

It is the responsibility of the teacher to:

- Develop a teaching and learning program that meets the syllabus requirements for the course.
- Provide students with a course unit outline and an assessment outline at the start of the course.
- Ensure that all assessment tasks are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance.
- Maintain accurate records of student achievement.
- Meet College and external timelines for all types of assessment and reporting.
- Inform students and parents of academic progress, as appropriate.

## **Course Outlines**

All students in Years 7-12 will be provided with the appropriate course outline for their respective courses of study.

For students in Years 7-10, the outlines and relevant programs are available on the College website at [www.imcc.wa.edu.au](http://www.imcc.wa.edu.au) and SEQTA.. General information about curriculum and the relevant standards are available through the School Curriculum and Standards Authority at <http://www.scsa.wa.edu.au/>.

Students in Years 11 and 12 will be given the appropriate Course syllabus, the College course outline and the assessment outline for each course they are studying. They are also available electronically via the College website and SEQTA. Year 11-12 WACE course information is also available at <http://www.scsa.wa.edu.au/> and the College website [www.imcc.wa.edu.au](http://www.imcc.wa.edu.au).

The College course outline will contain:

- The content and activities which will be taught and assessed during the course, including approximate timing.
- The outcomes that will be assessed by each task (if applicable).
- The relative weighting of each assessment.

Each student will also receive an Assessment Outline which must contain:

- A list of the assessment types utilised in the course.
- A brief description of the content and nature of the work to be assessed in each assessment, including a marking guide to be handed out with Assessment.
- A weighting for each assessment.
- A schema showing the outcomes to be assessed by each task, if applicable.
- A statement showing compliance with School Curriculum and Standards Authority assessment guidelines.

For WACE courses that have separate a statistical moderation process for written and practical components the College Assessment Outline weightings are to be the same as the WACE examination weightings.

Changes to the assessment outline must be clearly communicated to students in paper format and updated in digital format on the College website and on SEQTA, students must be informed to discard the previous copy.

All Year 11 and 12 students must keep a hard copy of all assessments if they request to have them back.

## **Examinations**

### **Requirements for all students**

- All students will undertake examinations at the College in Years 7-12.
- No examinations can be completed by a student prior to the scheduled date and time. If a student is absent from an examination, the parent must inform the Assistant Deputy Principal. At all times, should a student be absent from an examination, a medical certificate is required to be given to the Assistant Deputy Principal.

### **Year 11 and 12 Courses**

The rules of conduct for the Year 11-12 examinations comply with SCSA requirements for WACE examinations and as such only specified items can be brought into the examination room for each examination. Course teachers will inform students prior to the examinations of relevant items.

Examinations are scheduled near the conclusion of Semester 1 and the end of year and are compulsory for students to complete to the best of their ability. The scheduled weeks for examinations will be clearly shown on the term planners provided inside the Student Planner.

- Students studying ATAR courses will be required to complete an examination as part of their course assessment schedule during the timetabled examination period. These may vary in length between 2 and 3 hours with 10 minutes reading time.
- General, Foundation and Preliminary students may be required to complete an examination or set tasks or projects during the examination period and during the 'Assessment Free' Week.
- Students will receive examination timetables, indicating date and time, at least 4 weeks prior to the commencement of examinations.
- Students are only required to attend school for timetabled examinations during this period of time.
- The week before the scheduled examinations is an EXCURSION and ASSESSMENT FREE WEEK for courses with examinations or assessments during the formal examination period.
- OLNA – some students will be required to complete their Literacy and Numeracy Assessment. Clear guidelines and schedules will be provided by SCSA.
- If a student does sit an examination after the scheduled time, the examination mark will not be recorded on their report and N/A will be recorded. The Head of Learning Area and Classroom Teacher will determine if the examination mark is used towards the student's course grade.

### **Externally Set Tasks (EST)**

#### **Year 12 Foundation and General courses**

ESTs will be administered in compliance with SCSA requirements and as such will occur in Term 2 at the time prescribed by SCSA and be completed under invigilated conditions provided by SCSA.

#### **Years 7 to 10**

- All courses in Religious Education, English, Mathematics, Science, and Social Science will require an examination to be completed during the scheduled examination week, in Term 2 and the end of year. Other courses may also have examinations.

- Students will receive examination timetables, indicating date and time, at least 2 weeks prior to the commencement of examinations. Students in each year group will have examinations of varying duration.
- Students in Years 7 and 9 will partake in NAPLAN testing.
- Students in Year 9 will partake in the Bishops' Literacy Test.
- Specific details for each examination will be provided by the College to the individual students.
- If a student is absent from an examination a parent must inform the Deputy Principal (Years 11 and 12) and Assistant Deputy Principal (Years 7 to 10). Where appropriate, alternative arrangements will be made for the student to sit the examination. Penalties may apply, in the absence from the exam is not substantiated.
- If a student does sit an examination after the scheduled time, the examination mark will not be recorded on their report and N/A will be recorded. The Head of Learning Area and Classroom Teacher will determine if the examination mark is used towards the student's course grade.

### **Absence from School and Missed Assessments**

The College requires that **all absences** from school be accounted for by direct communication from parents via telephone call or SMS followed by an email, letter or medical certificate.

On the day of absence from an assessment, the Classroom Teacher must be notified by telephone call and or email by a parent or guardian.

If the Classroom Teacher in his/her professional judgment is satisfied that the circumstances which led to the student missing an assessment are satisfactory, he/she will arrange with the Head of Learning Area for the student to sit an in-class assessment at an alternative time which could include: before or after school, a lunch time or at an alternative time agreed to by all parties. For other assessments, the student must hand it to the relevant classroom teacher the day that they return to school, not the next scheduled lesson. On return to the College the following must be handed in to the Classroom Teacher:

- Students in Year 7-9: A Parental/Guardian Letter of Explanation and/or Medical Certificate.
- Students in Year 10-12: A Medical Certificate (in the case of illness) or A Parental/Guardian Letter of Explanation for significant personal circumstances (funeral, car accident).
- If the Head of Learning Area and Classroom Teacher in consultation with the Head of Learning Area in their professional judgment are not satisfied that the circumstances which led to the student missing an assessment are satisfactory, the student may be directed to the Breaches section of this procedure. Acceptable reasons include:
  - Where sickness, injury or significant personal circumstances for a considerable part or all of the period of the out-of-class assessment task prevents completion and submission.
  - Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.
- The College will make no allowances for students who miss assessments due to appointments that could have been arranged outside of school hours and where prior communication has not been made with the relevant classroom teacher (see Breaches of Procedure Section).
- If students miss assessments due to involvement in school-related activities (such as interschool carnivals), camps and excursions he/she will be given an opportunity to complete the assessment as soon as practicable after the event. It is the student's responsibility to notify the relevant teacher prior to the day of the scheduled assessment.
- Where a student is absent from school due to a family holiday the penalties for missed assessments will apply unless prior approval is sought and approved by the Principal.
- Oral Presentations & Practical Assessments will be treated as in-class assessments and the due date will be considered the first day that the presentation/practical is due to be completed in class. In the case of missed oral and practical assessment, the HOLA in discussion with class teacher will decide on how the grade will be determined.

- If students are required to produce written evidence (notes, research, palm cards) on the first day and are unable to do so, a marks penalty will apply (see Penalties).
- Due to the nature of Oral & Practical assessments, not all students will always be able to complete their assessment on the due date. If due to time restrictions, a student does not complete the assessment on the first day and is subsequently absent on any day when the remainder of the Oral or Practical Assessments are being completed, the same conditions outlined under Assessments will apply.
- If a student knows he/she will be absent due to another College commitment, he/she must volunteer to complete their Oral or Practical Assessment on the first day.
- Where a student is unable to attend school for a lengthy period due to injury or illness, and communication has been made with the Assistant Deputy Principal, then the College will endeavour to provide support for their learning program.
- Classroom teachers are to communicate to parents when a student has missed an in-class assessment or not submitted an assessment. This is to occur on the scheduled due date of the assessment.

### **Planned Absences**

Students who are absent through planned events that are medical or are of a personal family nature will reschedule their task submission date through negotiation. Parents will need to contact the relevant classroom teacher and Assistant Deputy Principal regarding these issues for clarification.

Absence due to family holidays. Due to the progressive nature of assessment tasks family holidays are highly discouraged, particularly in Year 10-12 during the school term. The academic learning programs will continue, including all assessment tasks.

Approval for absence due to a family holiday must be sought from the Assistant Deputy Principal. Upon Approval from the Assistant Deputy Principal, students must immediately complete a 'Planned Absence' form and submit to all their teachers for signature.

For Approved absence, it is a student's responsibility to contact all their teachers at least 3 school days in advance to departing and remind them of the intended absence and make plans for any missed assessment task(s). If negotiations are not made, then the student will receive a 'zero' mark for the task(s).

### **Extensions**

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will follow the procedure outlined in Penalties.

Extensions may be given at the discretion of a teacher, in consultation with the Head of Learning Area and/or Assistant Deputy Principal, in cases of illness or significant personal problems which have occurred in the lead-up to the assessment due date.

Extension forms requested in writing from the parents need to be submitted at least two school days prior to the due date for any assessment. Extension forms are available from the College office.

### **Technological Issues**

Failure or breakdown of technology is not a suitable excuse for the non-submission of work. Students should be saving work to an additional storage device/cloud in addition to just on their personal device. All students have access to personal storage on the College network.

If a student's computer has crashed, and an assessment cannot be accessed then the Parent/Guardian must make immediate contact with the relevant classroom teacher to make them aware of the situation. Where sufficient notice is given, the student may apply for an extension at the discretion of the teacher. This time is to allow the assessment to be completed to an acceptable standard that reflects their ability.

The student must produce evidence of their research, notes and/or drafts on the next school day and prior to the due date. Failure to do so will result in Penalties as outlined in the Assessment Procedure. If a student claims that their printer has broken down, he/she must print a copy at school and submit it by no later than 3.30pm on the day that the assessment is due or by alternative arrangement or be penalised as specified in Penalties. The student must also provide the teacher with an electronic copy of the assessment that is sighted by the classroom teacher during the scheduled lesson.

If a student claims to have submitted an assessment by email, the teacher must sight the emailed document prior to or during the scheduled lesson as proof of delivery. This will be communicated to the student via reply email.

Students must complete the Assessment task using appropriate software that can be readily accessed electronically by the teachers.

### **Assessing students who transfer**

If for medical reasons a student transfers early in Years 11 and 12, the student is withdrawn from the course. The student is then enrolled in another course.

The school is required to provide the student with extra work to cover the content of the education program they have missed and have the students complete any missed assessment tasks. Where the marks have been returned to the students, a similar task may be completed as an alternative.

Students typically enroll in a Year 11 or 12 course before Week 4 of Term 1 in consultation with the Assistant Deputy Principal and Deputy Principal. Prerequisites must be met.

Students in Years 8, 9 and 10 may withdraw from a non-Compulsory course within two weeks of its commencement and enrol in another provided there are places available.

### **Breaches of Assessment Procedure**

#### **In-class Assessments**

Where an extension or exemption has not been sought and agreed upon by the College, students will lose 10% of the total possible marks for that assessment for each day that they are late sitting the assessment. This applies up to a maximum of 2 school days after the scheduled date of the assessment.

After this time the student will be required to complete the assessment, to a standard that reflects their ability, in an after-school detention and will receive a maximum of 50% for the task.

Refusal to complete the assessment or not completing an assessment to a standard that reflects their ability will be referred to the Head of Learning Area. The Teacher will organise a meeting with the Parent/Guardian to discuss the situation and organise to complete the task, either prior to or on the day of suspension. The mark for the initial assessment attempted will be recorded.

Students who consistently do not submit tasks and assignments on the due dates, or who consistently miss in-class assessments will have their names submitted to the Assistant Deputy Principal who will follow up these breaches with interviews with students and parents.

#### **General Assessments**

Where a student has not handed in the required task, either completed or to a standard that reflects their ability, on the agreed date and an extension has not been given, the following procedures will apply.

Failure to submit an assessment will be communicated to the Parent/Guardian on the due date.

The student has until 8:30 am the following school day to submit the assessment, either completed or to a standard that reflects their ability, at the front office and receive a receipt of submission. This incurs a loss of 10% of the total marks available.

Please note that a weekend will incur an additional loss of 20% of the total marks available. An absence on this day needs to follow the procedure outlined in this document. Acknowledgement by email is accepted so long as it is printed when returned to the College.

Failure to submit the assessment either completed or to a standard that reflects their ability, by 8:30 am will result in an afterschool detention that day and loss of 10%. The teacher will communicate this information to the Parent/Guardian either by telephone call, sms or email. Before communication with the Parent/Guardian the teacher will inform the relevant Assistant Deputy Principal. The student is required to attend the detention and complete the assessment. At the end of the detention completed assessments will be collected by the supervisor and passed on to the relevant teacher.

If a student is present at school the day of the detention and does not attend the detention without the prior permission of the Assistant Deputy Principal, the Assistant Deputy Principal will discuss this situation with the Parent/Guardian and organise for the student to complete alternative arrangements.

Failure to submit the assessment either completed or to a standard that reflects their ability, at the end of the detention, the student will be required to complete the assessment to a standard that reflects their ability during another set time. A maximum of 50% will be recorded for this assessment. The Assistant Deputy Principal will communicate this information to Parent/Guardian.

If the situation is repeated the College Behaviour Management Procedures will be implemented.

Group work tasks will be marked according to criteria provided with the task.

Where one member has not contributed, due to absence or other reasons that have not been communicated to the College, they will receive a zero for that assessment. The other group members will be marked according to the work they have done and the assessment criteria.

The following reasons for not completing work will not be accepted even if a note is produced by parents in the Planner:

- Prior engagements the night before task or test.
- Absence due to camps or expeditions.
- Part-time work commitments.

### **Assessment Feedback**

When each assessment has been completed by the student and marked by the teacher, it should be returned to the student in a timely manner with:

- The total mark.
- Justification of the assessed achievement (this may take the form of schemas, marks within the assessment, marking keys, comments, etc.).
- Assessment results will also be available to students and parents via SEQTA.

### **Review of Assessment of Individual Tasks**

When assessment tasks are returned to students, they should be given the opportunity to check their work. Students may request a review of their results. Initially, this request must be made directly to the class teacher at the time the assessment is returned. The review should justify the results of the assessed item. If the matter is not satisfactorily resolved by this process, the student may then make a further request for an assessment review by the Head of Learning Area. If the matter is resolved the appropriate adjustments should be made on the students' scripts and their assessment records.

### **Review at the Completion of the Course**

Prior to achievement information being reported to the School Curriculum and Standards Authority, students should have the opportunity to check that their results have been accurately recorded.

### **Cheating, collusion and plagiarism**

Students found to have plagiarised all or part of an assessment will receive 0 marks for the section of the assessment when cheating and collusion has been determined. They will need to re-submit the task by a negotiated due date for learning purposes.

The Assistant Deputy Principal and the Head of Learning Area/Classroom Teacher will meet with the parents and student to discuss the plagiarism and educate regarding best practice.

### **Appeals**

If students wish to appeal their course final result, they may request an assessment review by the Deputy Principal. If the matter is not satisfactorily resolved, students may lodge an appeal with the School Curriculum and Standards Authority.

Assessment reviews and appeals to the School Curriculum and Standards Authority against any College assessments are intended to determine whether:

- The assessment program for that course conforms to School Curriculum and Standards Authority requirements.
- The assessment procedures within the course conform to the College's assessment procedures based on School Curriculum and Standards Authority guidelines.
- There are any procedural or computational errors in the determination of the student's assessed achievement.

In the case of a student appealing to the School Curriculum and Standards Authority, the College is required to provide the following information to the appeals panel:

- A copy of the College assessment procedures.
- A copy of their assessment program in the Course concerned.
- A copy of the assessment records for all students studying the course in the school with the appealing student's results indicated.
- Any other relevant school information as required by the panel.

The School Curriculum and Standards Authority does not re-assess student work as part of the appeals process.

### **Reporting process**

#### **Years 7-12**

#### **College Grade Descriptors**

At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard for each course is:

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

#### **Years 7-10**

All Western Australian schools are required to report according to the School Curriculum and Standards Authority Assessment and Reporting Policy. In their learning areas, student achievement is reported in relation to the range of performance for all students in the year level.

### **Grade Descriptions:**

- |                |  |
|----------------|--|
| A Excellent    | The student demonstrates excellent achievement of what is expected for this year level.    |
| B High         | The student demonstrates high achievement of what is expected for this year level.         |
| C Satisfactory | The student demonstrates satisfactory achievement of what is expected for this year level. |
| D Limited      | The student demonstrates limited achievement of what is expected for this year level.      |
| E Very low     | The student demonstrates very low achievement of what is expected for this year level.     |

Student reports provided to parents/carers each semester, with an Interim Report in Term 1. For Year 7 to Year 10, consistent with the Australian Education Regulation 2013 reporting requirement for reporting relative to the performance of the student's peer group, the College will 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. For 2021, this information is available on request of parents/caregivers. From 2022 the College Semester 1 and End of Year reports will include this performance information on the individual student report.

Students are also rated on their learning attributes:

**Academic progress** – This reflects how well students are achieving in their respective subjects.

**Focus towards achievement** – Outlines how actively a student engages with the learning process. Students who achieve “Consistently” are positive in answering teachers’ questions and are involved responsibly in the class and group discussions. The student listens attentively to teachers’ explanations and directions and to the questions and comments of other students, utilises good research skills and apply themselves when tasks are difficult.

**Completion of tasks** – This refers to students completing homework and assessment tasks by the required date to the best of their ability.

**Effective organisation** – Students who receive “Consistently” are always punctual to class, have the correct texts and materials for class and record homework correctly in the planner.

**Responsible behaviour** – Students receiving “Consistently” are those who always act with respect to teachers and other students, follow directions of teachers and show consideration for all others in the classroom.

If a student achieves “Consistently” in all or most courses, it is an indication that the student is working to capacity both at school and with the follow-up homework and study. The student is achieving their potential. If a student achieves indicators that are regularly below “Consistently”, improvement and communication is required with teachers.

### **Reporting Year 12**

At the end of senior secondary schooling, all students receive a Statement of Results.

### **Irene McCormack Catholic College Statement of Results**

This certificate is issued to all Year 12 students outlining the courses studied and results achieved.

### **Vocational Education & Training Grade Description**

Student achievement in Vocation Education & Training programs is competency-based and specific requirements are outlined in national training packages or accredited courses.

Semester 1 Report:

S – Satisfactory Progress.

U – Unsatisfactory Progress.

End of Year Report:

A – Achieved.

### **Learning Support**

Students with a diagnosed learning difficulty, that the College is aware of, will have any provisions regarding assessments stated on their individualised plan.

Where provisions are not required or applicable, the College Assessment Procedure will apply in all aspects.

### **Learning Support: Assessments and Good Standing**

When a student does not complete or submit an assessment on the due date it will be recorded on their student record in SEQTA.

Students who consistently do not submit tasks and assignments on the due dates, or who consistently miss in-class assessments will require an interview with the Assistant Deputy Principal and their Parent/Guardian. The Good Standing Guidelines will apply, and students may be at risk of losing their good standing within the College.

### **Learning Support: Reports**

This is a formal document developed by the College to provide information related to the academic achievement and work ethic of all students in Year 7-12. This information is compiled for the parents and as such is posted home. Semester and End of Year reports are provided for all students in Years 7 to 12.

Parent Teacher Interview Nights are scheduled to enable parents and students to meet with teachers to discuss a student's progress. Interview times are booked online using the PTO program within SEQTA. These are a valuable experience and as such parents and students are strongly encouraged to attend.

Authorised by	Robert Marshall	Signature:	
		Date:	3/12/2021
Effective Date:	November 2021	Next Review:	2022