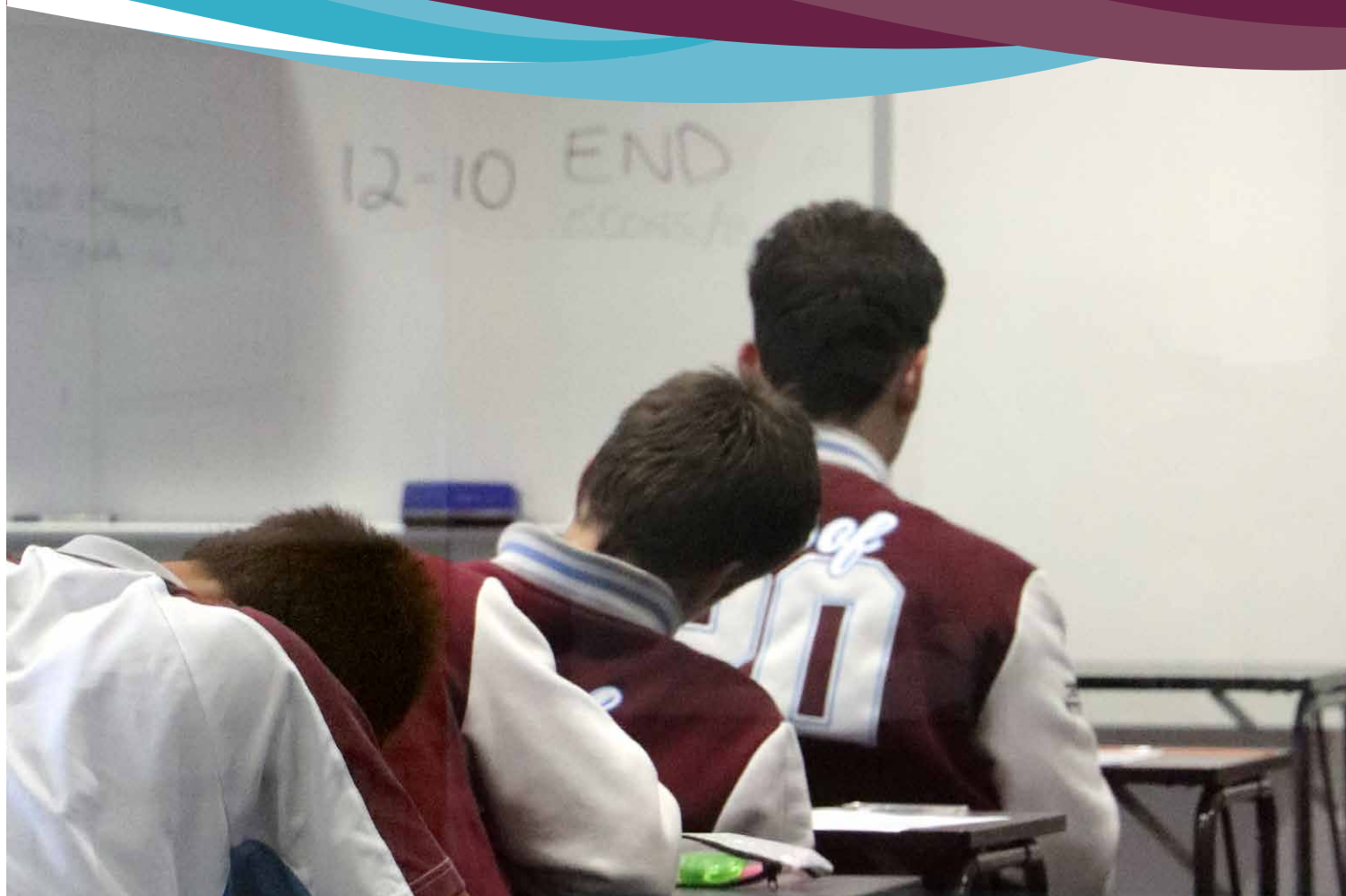




St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

**Senior School Assessments
Policy and Procedure**

YEARS 10-12



SOURCES OF AUTHORITY			
CEWA Policy	Curriculum, Assessment and Reporting Policy		
SCSA Policy	Section 2 and Section 3 of the WACE Manual 2026		
Executive Directive	Curriculum, Assessment and Reporting		
Effective Date	July 2026	Next Review	2027



Senior School Assessments

POLICY and PROCEDURE

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Rationale

Assessment is the process of collecting, organizing, interpreting, recording and using a variety of information gained from students, so informed judgements can be made about their performance, achievements and needs. Assessment information enables teachers to make decisions about subsequent learning and to document student achievements. Students complete several assessment tasks to provide evidence of student progress and achievement in each course.

Teachers use the evidence collected from assessment tasks when assigning a grade at the completion of a unit of work. St Mary MacKillop College is committed to an assessment process which challenges students to engage with a range of relevant assessments that are mapped to the curriculum and provide valuable opportunities for feedback and feedforward.

Student Responsibilities

- Maintain a good record of attendance, conduct and progress
- Familiarise themselves with the St Mary MacKillop College Assessment Procedure
- Monitor and plan for upcoming assessment dates as stipulated in course Assessment Outlines and on SEQTA-Learn
- Adhere to the dates for all assessment tasks
- Contact teachers when absent from class if missing an assessment
- Request an extension for out-of-class assessment tasks prior to the due date
- Retaining all marked assessments in Years 11 and 12 until March of the year following graduation

Teacher Responsibilities

- Develop a teaching and learning program that meets syllabus requirements
- Provide students with access to a course outline and an assessment outline
- Ensure that all assessment tasks are fair, valid, reliable and secure
- Provide students with meaningful feedback after assessments including areas for future development
- Maintain accurate records of student achievement
- Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents
- Routinely corresponding with students and parents regarding academic performance and progress
- Meet College and external timelines for assessment and reporting
- Engaging in fulsome moderation processes, including external moderation where required

Parent/Carer Responsibilities

- Use SEQTA-Engage to monitor their child's progress and achievement in their course
- Support their child in organisation and planning by using SEQTA-Engage to monitor upcoming assessment dates
- Support their child to maintain good attendance; avoiding taking their child out of the College for extended periods of time; contacting the Head of Year regarding extended absences
- Support their child to complete missed assessments in Missed Assessment Sessions after school if necessary
- Notifying the College of their child's absence and adhering to the procedures contained herewith
- Provide a medical certificate when student is absent from examinations, or when absent during the school term due to illness or injury for a period of more than 3 days

Information Provided to Students

To provide a clear understanding of assessment requirements and opportunities for academic success in each course, course information will be made available on SEQTA at the beginning of each course of study.

All students in Years 7 to Year 12 will receive:

- the Course Outline or Program
- an Assessment Outline for the course which includes the types of assessments and the approximate timing/due date of each assessment task

In addition, students in Years 11 and Year 12 will receive the SCSA syllabus for each subject.

While every endeavour will be made to adhere to the assessment dates included in the Assessment Outline, there will be times when dates will need to be adjusted in response to unavoidable circumstances. In these cases, students will be advised of the change at least one week in advance of the assessment.

Assessment Procedures

1. ASSESSMENT WORK MISSED DUE TO ABSENCE FROM CLASS

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met. Parents should refrain from withdrawing students for family holidays and non-specialist appointments during term time to avoid them being disadvantaged in their learning.

A student with attendance less than 90% is deemed to be at Academic risk.

When a student is absent for an assessment task, the reason for the absence must be determined and procedures followed in accordance with the nature of the absence.

2. PROCEDURES FOR MISSED ASSESSMENTS

2.1 Unplanned Absence

This type of absence extends to students who are unwell or bereft.

Parents are required to submit an Absence Notification via the 'Absences' sub-page on SEQTA Engage, or an Absence email (see 'Parent links' on College website), being sure to specify the reason for the absence. For absences of more than 3 days, a medical certificate or other type of supporting documentation should be forwarded to Student Services.

Details of the absence will be made visible to teachers via SEQTA.

MISSED IN-CLASS ASSESSMENT

- The teacher will record details of any missed assessments and notify parents via SEQTA. They will then arrange for the student to complete the assessment when they are well and have returned to school.
- When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest **Missed Assessment Sessions**. There are three Missed Assessment Sessions which take place after school each week. Alternatively, by negotiation with the classroom teacher, within two (2) days of their return, students may arrange to complete a missed assessment in a Year 11/12 Study class at a time corresponding with a lesson of the subject in which they missed the assessment, or during their own Study class if they are enrolled in one (Yr 11/12).
- If students do not complete the task during one of these agreed times, then a zero score will be recorded.
- If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers. Not more than two missed assessments need to be completed on any one day.

OUT OF CLASS ASSESSMENT DUE

- Students are required to upload evidence of the completed assessment/assignment on the day it is due, e.g, emailed, Direct Message or uploaded via SEQTA.
- If a student does not have the opportunity to complete an assessment due to e.g. prolonged illness, serious personal circumstances, etc. then the student must correspond with the classroom teacher who, at their discretion, may
 - agree an alternate due date
 - agree to estimate performance based on previous assessment performance
- If an assessment is not handed in on the agreed due date, the procedures for a non-submitted assessment will commence.

Missed Assessment Sessions

Tuesday, Wednesday and Thursday
after school each week, from
3:30pm - 4:30pm in Room 24

MISSED EXAMINATION

- **Parents are required to notify the College via phone before the commencement of the exam on the set day and promptly provide a medical certificate to Student Services.** Please note, a medical certificate is required to authorise an absence for an examination.
- The student will receive a standardised result for the examination.
- A time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.
- At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student's examination and will be cross-referenced against their genuine formative attempt.

2. PROCEDURES FOR MISSED ASSESSMENTS *continued...*

2.2 Planned Absence – Due to State or National Representation

This type of absence extends to students who are **representing the state or nation in an elite academic, sporting, cultural or spiritual pursuit**.

Parents are required to notify the College of such an absence at least one week prior to departure. Notification can be via submitting an Absence Notification via the 'Absences' sub-page on SEQTA Engage, or an Absence email (see 'Parent links' on College website), being sure to specify the reason for the absence and giving exact dates during which the student will be absent.

Details of the absence will be made visible to teachers via SEQTA.

MISSED IN-CLASS ASSESSMENT

- To maintain assessment integrity, it is generally not possible for students to sit in-class assessments ahead of the rest of the cohort.
 - In order to gain valuable feedback on their progress, when returning from absence after missing an in-class assessment, students should complete the assessment in one of the three closest Missed Assessment Sessions, OR by negotiation with the classroom teacher, within five (5) academic days of their return, students may arrange to complete a missed assessment in a Year 11/12 Study class at a time corresponding with a lesson of the subject in which they missed the assessment, or during their own Study class if they are enrolled in one (Yr 11 & 12).
 - Depending upon the reason for and length of the absence, the mark recorded for the missed assessment may be one of the following:
 - the actual mark achieved by the student for the assessment after it has been completed
 - a blank score, which will not impact on the student's final aggregate
 - a zero mark
 - in the case of a practical assessment, a teacher generated mark based on formative assessment evidence.
- This decision will be made on a case-by-case basis, following consultation between the Head of Learning Area and the Head of Secondary.
- Please note that students absent from the College will not usually be provided with additional work from their teacher. Instead, students are advised to monitor SEQTA-Learn, Teams or their class OneNote, and arrange a buddy to collect handouts etc. for them in class.

OUT OF CLASS ASSESSMENT DUE

- It is preferable that such assessments are submitted prior to the planned absence.
- Otherwise, students are required to upload evidence of the completed assessment/ assignment on the day it is due, e.g, emailed, Direct Message or uploaded via SEQTA.
- If a student does not have the opportunity to complete an assessment due to travel and competition commitments, then the student must correspond with the classroom teacher who, at their discretion may
 - agree an alternate due date
 - agree to estimate performance based on previous assessment performance
- If an assessment is not handed in on the agreed due date, the procedures for a non-submitted assessment will commence.

MISSED EXAMINATION

- Parents/carers and students are encouraged to make every effort to avoid such a situation.
- **If participation in a representative event coincides with a scheduled exam, parents/carers must notify the Head of Secondary well in advance of the event.**
- Depending on the period of absence, one of the following strategies may be applied:
 - providing an alternate time for the student to sit the missed examination
 - assigning the student a standardised result for the examination.
- If a standardised result is to be assigned, a time for the student to complete the exam as a formative exercise will be arranged. The student is required to genuinely attempt the task as their performance will be used to validate a standardised score.
- At points of reporting (immediately following Semester 1 and Semester 2 exams), a standardised result will be generated for the student's examination and will be cross-referenced against their genuine formative attempt.



2.3 Planned Absence – Due to Representing the College

This type of absence extends to students who are **representing the College in an academic, sporting, cultural or spiritual pursuit**.

Teachers will be notified of the absence ahead of the event.

MISSED IN-CLASS ASSESSMENT

- The teacher will record details of any missed assessments on SEQTA. They will then arrange for the student to complete the assessment when they have returned to school.
- When returning from an absence associated with representing the College, within two days of their return, by negotiation with the classroom teacher, students should complete the missed assessment either in their normal classroom during a normal lesson time, OR in a Year 11/12 Study class at a time corresponding with a lesson of the subject in which they missed the assessment, or during their own Study class if they are enrolled in one (Yr11/12).
- If students do not complete the task during the agreed time, then a zero score will be recorded.
- If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers. Not more than two missed assessments need to be completed on any one day.

OUT OF CLASS ASSESSMENT DUE

- If a student has an assessment/assignment task due to be handed in on the day of absence, they must submit the task on the day they return to school.
- If a student does not have the opportunity to complete an assessment due to serious personal circumstances, then the student must correspond with the classroom teacher who and agree an alternate due date
- If an assessment is not handed in on the agreed due date, the procedures for a non-submitted assessment will commence.

2. PROCEDURES FOR MISSED ASSESSMENTS *continued...*

2.4 Planned Absence During Term-Time due to Family Vacations or Events

This type of absence occurs when students are absent during term-time due to family vacations or events which prevent them from accessing learning and assessments. St Mary MacKillop College requests that every effort is made to minimise this type of absence due to its significant impact on learning.

Parents are required to notify the College of such an absence at least one week prior to departure. Notification can be via submitting an Absence Notification via the 'Absences' sub-page on SEQTA Engage, or an Absence email (see 'Parent links' on College website), being sure to specify the reason for the absence and giving exact dates during which the student will be absent.

Details of the absence will be made visible to teachers via SEQTA.

MISSED IN-CLASS ASSESSMENT

- The teacher will record details of any missed assessments and notify parents via SEQTA. They will then arrange for the student to complete the assessment when they have returned to school.
- When returning from absence after missing an in-class assessment, students should complete the assessment in one of the three closest Missed Assessment Sessions. Alternatively, by negotiation with the classroom teacher, within five (5) academic days of their return, students may arrange to complete a missed assessment in a Year 11/12 Study class at a time corresponding with a lesson of the subject in which they missed the assessment, or during their own Study class if they are enrolled in one (Yr 11 & 12).
- If students do not complete the task during one of these agreed times, then a zero score will be recorded.
- If students miss multiple assessments during their period of absence, they are required to complete the tasks in order of due date in consultation with the relevant Heads of Learning and classroom teachers. Not more than two missed assessments need to be completed on any one day.
- Please note that students absent from the College will not usually be provided with additional work from their teacher. Instead, students are advised to monitor SEQTA-Learn, Teams or their class OneNote, and arrange a buddy to collect handouts etc. for them in class.

OUT OF CLASS ASSESSMENT DUE

- It is preferable that such assessments are submitted prior to the planned absence.
- Otherwise, students are required to upload evidence of the completed assessment/assignment on the day it is due, e.g, emailed, Direqt Message or uploaded via SEQTA.
- If a student does not have the opportunity to complete an assessment due to travel or other commitments, then the student will have five (5) academic days commencing from their return to school to submit assessments.
- If an assessment is not handed in within five (5) academic days of their return, the procedures for a non-submitted assessment will commence.

MISSED EXAMINATION

- **Missing an examination due to an unapproved absence, such as being on holidays, will result in a score of zero being recorded for that examination.**
- Parents and students are strongly encouraged to make every effort to avoid such a situation.

3. ASSESSMENT NOT SUBMITTED ON DUE DATE

A failure to submit an assessment task by the original or agreed due date may result in the following academic penalties after consultation between the teacher, Head of Learning Area and, if appropriate, the Head of Year.

ACADEMIC PENALTIES		
1 day late	10% of student mark deducted	Academic Concern recorded on SEQTA. Head of Learning Area notified.
2 days late	20% of student mark deducted	Original Academic Concern edited on SEQTA. Teacher to make contact to parent/carer.
3 days late	30% of student mark deducted	Original Academic Concern edited on SEQTA. Head of Year notified.
4 days late	50% of student mark deducted	Original Academic Concern edited on SEQTA.
5+ days late	Zero mark recorded	

NOTE: A day is a calendar day, including weekends and public holidays, as assessments can be sent or uploaded electronically.

4. REQUESTING AN EXTENSION

Extensions may be granted under extenuating circumstances in consultation with the Teacher and relevant Head of Learning Area. Application for an extension must be received by the teacher at least two (2) days prior to the due date. This application requires a justification for the requested extension, as well as parental acknowledgement. Requests for extensions on the day of an assessment or due date cannot be granted.

If a student does not apply for and receive an extension, the consequences for late submission will be the same as Assessment Not Submitted on Due Date.

5. ACADEMIC MISCONDUCT – CHEATING AND PLAGIARISM

To ensure academic integrity, students are expected to act with honesty, fairness, respect and responsibility in their conduct towards assessment tasks. Engaging in dishonest practice or breaching the rules of an assessment or examination is deemed Academic Misconduct.

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not. Examples of cheating, collusion and plagiarism include, but are not limited to:

- Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage (including sharing information between classes)
- Gaining and or distributing a copy of an assessment or marking key prior to its release
- Presenting a response to an assessment which is not one's own work, including through the use of AI tools (e.g. ChatGPT, Gemini, CoPilot, Claude, and numerous others).
- Talking during a silent assessment task
- Using a mobile device or smart watch during an assessment

- Accessing prohibited materials during an assessment or exam (such as pre-prepared concealed notes).

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher in consultation with the Head of Learning will investigate whether the evidenced behaviour constitutes cheating, collusion or plagiarism. The student will be provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the Head of Learning will inform the Head of Year, the student and their parents/carers of the result of the investigation and the penalty.

The penalty imposed will be a mark of zero for the test, assessment or task in which the cheating, collusion or plagiarism has occurred. In instances where students have been found to contribute to collusion (such as by sharing their work), they will be required to resubmit for a maximum mark of 50%.

5. ACADEMIC MISCONDUCT – CHEATING AND PLAGIARISM *continued...*

5.1 Appropriation and Attribution as Forms of Plagiarism

The terms appropriation and attribution are forms of plagiarism and extend to:

- Submitting the work of another as one's own work
- Downloading artwork, graphics or other material from the internet and presenting it as one's own, without appropriate acknowledgement
- Submitting work to which another person - such as a parent, teacher or expert - has contributed substantially. The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism but it is also a form of fraud if it involves significant and/or improper third-party assistance

Students are required to attribute all appropriated, re-worked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the work, text and artist/creator/author must be included in the appropriate acknowledgement form and in the candidate's statement.

5.2 Authentication of Out-of-Class Assessment Tasks

Student achievement in out-of-class assessment tasks is authenticated by the teacher using a range of strategies including, but not limited to:

- Monitoring of student progress during regular observations, reflections and feedforward opportunities
- Use of plagiarism monitoring software, where practicable
- Validation of achievement by a subsequent in-class assessment task under test conditions
- Completion of the task partially at home and partially at school
- Requirement of a signed student declaration stating that all unacknowledged work is the student's own

5.3 Assessing Individual Performance on Group Tasks

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including, but not limited to:

- Monitoring of group and individual progress
- Use of a teacher-monitored logbook to document the stages in the development of the task
- Peer evaluation and self-reflection exercises

6. PROVISIONS FOR STUDENTS WHO DO NOT HAVE THE OPPORTUNITY TO COMPLETE THE ASSESSMENT PROGRAM

Some students may not be able to complete the assessment program for a unit (or course) due to injury, illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability. If the reason for non-completion or non-submission of an assessment is acceptable to the Head of Secondary, and sufficient evidence is available, then the teacher, in consultation with the Head of Learning, can make a professional judgement of the grade for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If the reason for non-completion or non-submission is acceptable to the Head of Secondary, but sufficient evidence is not available, then the teacher (in consultation with the Head of Learning) may:

- Modify the task so that it can be completed by the student, or
- Provide an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards), or
- Extend the due date for an out-of-class assessment task.

6. PROVISIONS FOR STUDENTS WHO DO NOT HAVE THE OPPORTUNITY TO COMPLETE THE ASSESSMENT PROGRAM *continued...*

6.1 Prolonged or Frequent Absence

In instances where a student is unable to attend classes for a lengthy period due to injury or illness, the College will endeavour to provide support regarding their learning and assessment program. In such circumstances, each case will be treated on an individual basis by the Head of Senior School, in consultation with the Head of Secondary. However, such absences may have a significant impact on the student's academic achievement.

Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parents and appropriate school support services to develop a commensurate support plan.

7. STUDENTS REQUIRING ADJUSTMENT TO ASSESSMENTS

7.1 Individualised Learning Plans

Students accessing an Individualised Learning Plan (IEP) are supported by specialist teachers and engage in a personalised teaching and learning program aligned to their strengths, needs and educational goals. When participating in mainstream classes, appropriate adjustments are made to the curriculum and assessments to support access, participation and achievement. These adjustments may include modifications to learning programs, assessment tasks and assessment conditions. The IEP outlines the student's learning priorities, adjustments and assessment arrangements, including any necessary modifications to curriculum and assessment requirements.

7.2 Assessment Adjustments

The Learning Support Coordinator identifies students who may be eligible for equitable access adjustments such as extra time in assessments and exams. When assessing students with learning support needs, the Learning Support Coordinator will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Learning Support Coordinator oversees the distribution of relevant information to teachers, relating to the support individual students need through their Individualised Education Plan (IEP).

Given their specialist knowledge of curriculum, teachers may appropriately vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements for students or modifying the way students demonstrate their learning. The teacher will ensure that students accessing assessment adjustments studying ATAR, General or Foundation units complete

assessment tasks under appropriate conditions. Conditions approved by SCSA for all ATAR course examinations will be used as a guideline. The type of support will vary according to the needs of the student and the nature of the task. In all cases, course requirements must be met.

The Head of Learning Support and College Psychologists are responsible for completing applications to SCSA for Equitable Access adjustments for the WACE examinations. Where possible, it is important that parents inform the Head of Learning Support of any specific learning requirements their child has before they reach Year 12. The College will support applications for Equitable Access Adjustments in accordance with SCSA requirements and timelines. Timely provision of relevant information and documentation is essential to enable this process. Where necessary information is not provided with sufficient notice, the College may be limited in its ability to submit or support applications.

8. MANAGING ASSESSMENT MATERIALS AND SECURITY

8.1 Retention and Disposal of Student Work

Students' work must be marked and returned within two weeks of the submission date. Once marked, assessed work will either be:

- retained by the student on the understanding that they need to make this work available to the College if requested, or
- retained by the class teacher in an individual assessment file for each student, which can be accessed and/or copied by the student as appropriate (particularly for revision purposes).

The College may use examples of student work to develop portfolios to exemplify standards, for moderation and standardisation purposes. For Year 12 students, any work retained by the College will be kept until the results are accepted by SCSA after which time it will be securely disposed of. For Year 11 students, any work kept by the College will be retained until at least February of the following year.

8.2 Security of Assessment Tasks and Validity Measures

As best practice, St Mary MacKillop College will ensure that the re-use of an assessment task does not pose an undue advantage or disadvantage to a particular group of students. Learning areas must refresh assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

To ensure fairness to all students, teachers under the direction of leaders of learning, may:

- Develop parallel and comparable assessment tasks for use by different classes;
- Use common timing of the assessment task for different classes where practicable;
- Collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task;
- Modify assessment tasks before reusing them in the future;
- Develop alternate versions of the assessment for instances of missed assessments and validation purposes.

9. PROCEDURES FOR ASSESSING STUDENTS TRANSFERRING BETWEEN COURSES, UNITS OR SCHOOLS

NATURE OF TRANSFER	PROCEDURE FOLLOWED
Students transferring early in a course (Years 10 to 12)	Student is withdrawn from their initially enrolled units and no grade is assigned.
	The teacher of the course the student has transferred to may provide them with learning materials to cover the content of the program thus far.
	The student may be required to complete outstanding assessment tasks (or alternate assessment tasks if the work has already been marked and returned to the class).
	Alternatively, the teacher of the course may remove the assessments from the student's individual assessment outline and adjust the weightings of any forthcoming assessments, ensuring that all assessment types and weightings are correct.
Students transferring late in a course (Years 10 - 12)	The student's results in their initial course will be maintained and learning and assessment will continue in their new course.
	Student will complete the next assessment as practicable in their new course.
	The Head of Learning and Head of Secondary will review results at the next reporting point to ensure accuracy of reporting.
Year 11 student transferring late in a course	Requests to transfer at a late stage in a Year 11 course must be formally made to the Head of Secondary. The Head of Secondary will then consider the dates set by SCSA in the WACE Activities Schedule.
	If the dates set by SCSA have passed, careful consideration will be given to the circumstances of the request and the benefit to the student's educational outcomes. The Head of Secondary will consider the learning demands of joining a course at a late stage will place on the student, the expectations for assessment and the demands the transfer will place on classroom teachers.
Student transferring after completion of one Year 11 unit	Students typically enrol in a pair of units in Year 11 courses but may transfer to another course after the completion of one unit. The College must report on all completed Year 11 units.
The transfer of a student from another school	In instances where a student transfers from another school into the same course at St Mary MacKillop College, the relevant Head of Learning must establish what course content has been covered by the student and the assessment tasks they have completed. This information will be used to determine the content and assessment tasks the student needs to complete (as relevant at the date of transfer).
	In instances where the transferring student has not completed one or more assessments the Head of Learning must determine whether the student completes the full assessment program or a tailored version which includes alternative tasks.
	Where the student is transferred to a course not previously commenced a tailored assessment program may need to be developed which meets the assessment requirements of the syllabus and provides the student with the opportunity to demonstrate achievement in the course. This process will allow teachers the opportunity to collect sufficient information to ensure the student's marks are comparable with the marks of the cohort and will enable a grade to be assigned. In these instances, the student will be provided with an individualised assessment outline which shows how their school mark for the pair of units (or unit) will be determined.

10. RULES FOR THE CONDUCT OF EXAMINATIONS AND EXTERNALLY SET TASKS (ESTs)

As per the WACE Manual, breaches of examination rules and maximum penalties that might apply include but are not limited to:

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

An EST is conducted for each General and Foundation course in Year 12. This assessment is set by SCSA and is compulsory for all students enrolled in general Units 3 and 4. The EST is administered by the College under invigilated conditions within the protocols set by SCSA. The EST is a valid part of the College's assessment program and the aforementioned procedures and penalties for breaches of conduct apply.

11. PROCESSES FOR THE REPORTING OF STUDENT ACHIEVEMENT (GENERAL and ATAR COURSES)

Student achievement is reported at the end of Semesters 1 and 2. The reports includes an overview of student engagement with the course (except for the Statement of Results in Semester 2, Year 12), the student's unit %, the cohort average % and an end of unit grade. For ATAR courses, the student's semester exam % and the cohort average exam % are also included. All courses are concurrent and therefore Semester 1 grades are indicative.

Year 12 results are not finalised until approved by SCSA. For ATAR courses the College marks are statistically moderated by SCSA. These adjustments reflect the standardised WACE examination marks of students at the school, and there may be a significant difference between these two marks.

11.1 Vet Qualifications Student Achievement in Vet

Qualifications will be reported in the following ways:

- In Semester 1 and 2 of Year 11 and Semester 1 of Year 12, each unit of competency will be shown, and the level of achievement will be indicated for each unit
- In Semester 2 of Year 12, the Statement of Results will indicate the qualification students have been working towards and the RTO will assess and confirm the final achievement of the qualification at a later date and inform students

12. ASSESSMENT REVIEW AND APPEAL PROCESSES

SCSA informs students of their grades in their WASSA generally at the completion of Year 12. Year 11 students who are exiting a course and sitting the ATAR examination do not receive a statement of achievement until the end of Year 12.

The College will provide students and their parents/guardian with the marks and grades to be submitted to SCSA, by means of a Statement of Results, within a sufficient timeframe to provide an opportunity for the school assessment marks or grades to be queried and for any issues to be resolved. Assessment reviews and appeals are used to determine whether:

- The College's assessment outline conforms with syllabus requirements;
- The College's assessment procedure conforms with SCSA guidelines;
- The College's assessment procedures conform with its own assessment policy;
- There are any procedural or computational errors in the determination of results.

All efforts will be taken to ensure that students, teachers and parents collaborate to ensure the best assessment and learning outcomes and that accurate records of performance are kept. However, there may be instances where students and/or parents request an assessment be reviewed.

12.1 Requests for an Internal Review of an Assessment

- In the first instance, the student is encouraged to engage in a constructive dialogue with their classroom teacher to discuss the assessment in a timely manner. Parent collaboration at this point is welcomed and the teacher may provide further feedback, annotations or seek moderation from other teachers of the course where practicable.
- If this does not resolve the matter, a written request for further review is required. The matter is then escalated to the relevant Head of Learning who will review the assessment and provide a written outcome. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Head of Secondary of the request.

- In all instances, documentation of the review process will be maintained on SEQTA and parents will receive written correspondence regarding the process.
- Following consultation with the Head of Learning, students and/or parents may deem it appropriate to request further review from the Head of Secondary if they feel the matter is still unresolved. The Head of Secondary will engage in further forms of validation, which could include liaising with external course advisors. The Head of Secondary will provide a written outcome to conclude the review.

Student appeals and requests for assessment review will be treated with procedural fairness and in accordance with St Mary MacKillop College's Code of Conduct. Students and parents must be aware of the reasonable timeframe for appeal (as outlined in the WACE Activities Schedule) and that, given the stringent process outlined for review, a request of this nature does not guarantee a change in outcome. In this instance, the Head of Secondary will advise the student and/or parent with details of how to lodge an appeal to SCSA. It must also be acknowledged that teachers and Heads of Learning are unable to change results and this must be set as a written directive from the Head of Secondary following stringent investigation.

12.2 Student Appeals to SCSA

Where the school's assessment review does not resolve the student's concerns regarding their assessment, the student may appeal to SCSA. Student appeals are not considered until an assessment review has been completed by the school. An appeal against a student's school assessment must be lodged at SCSA by the student and/or parent with the required fee and the school's written assessment review by the closing date specified in the WACE Activities Schedule.

When a student appeals to the Authority against their school assessment for one or more courses, the school is required to provide the Authority's Student Appeal Against School Assessment Committee with:

- The school's senior secondary assessment procedure;
- The school's assessment outline;
- The assessment records for all students in the school who are enrolled in the pair of units concerned, with the appellant's results indicated;
- Any other relevant information required by the appeals committee.



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