



COMPLETION OF A PAIR OF UNITS

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

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

If an assessment task cannot be submitted directly to the teacher it can be submitted to the relevant Head of Learning Area/Teacher-in-Charge. Students will not be penalised in the event that a teacher is absent on the day an assessment is, but they should submit the task at the earliest opportunity upon the teacher's return.

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 school 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 school (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 school (see Section 13 below for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 30% reduction in the mark (if submitted two school days late), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

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

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 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.
- Absence from school due to pre-arranged and cleared circumstance (external examinations, representative commitments).

In such cases the parent/guardian must:

- where possible, advise the school prior to the commitment or circumstance
- contact the school 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 after the student returns to school.

Where the student provides a reason, which is acceptable to the school 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**
- 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 the Authority 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 school ball, family holidays).

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

TRANSFER BETWEEN COURSES AND/OR UNITS

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. 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 pair of units into which they wish to transfer.

At Leeming Senior High school, the deadline for student transfers in Year 11 and Year 12 is Friday of Week 4 in Term 1 as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, if class numbers allow this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from the Authority, and students have achieved Level 3 for the relevant assessment.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. 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 assist the student to complete the work and/or assessment task.

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 school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

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

The Head of Learning Area/Teacher-in-Charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Leeming Senior High School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will assist the student to complete the work and / or assessment tasks.

REPORTING STUDENT ACHIEVEMENT

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher (Semester 2 only)
- a grade¹
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark¹ (calculated from the weighted total mark).

¹ The Semester 1 mark and grade in Year 12 are progressive as they are not finalised until the pair of units is completed at the end of the year.

At the end of the year, students will be provided with a Leeming Senior High School report in Year 11 and statement of achievement in Year 12, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

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 pair of units 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 relevant Head of Learning Area/Teacher-in-Charge responsible for the course.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

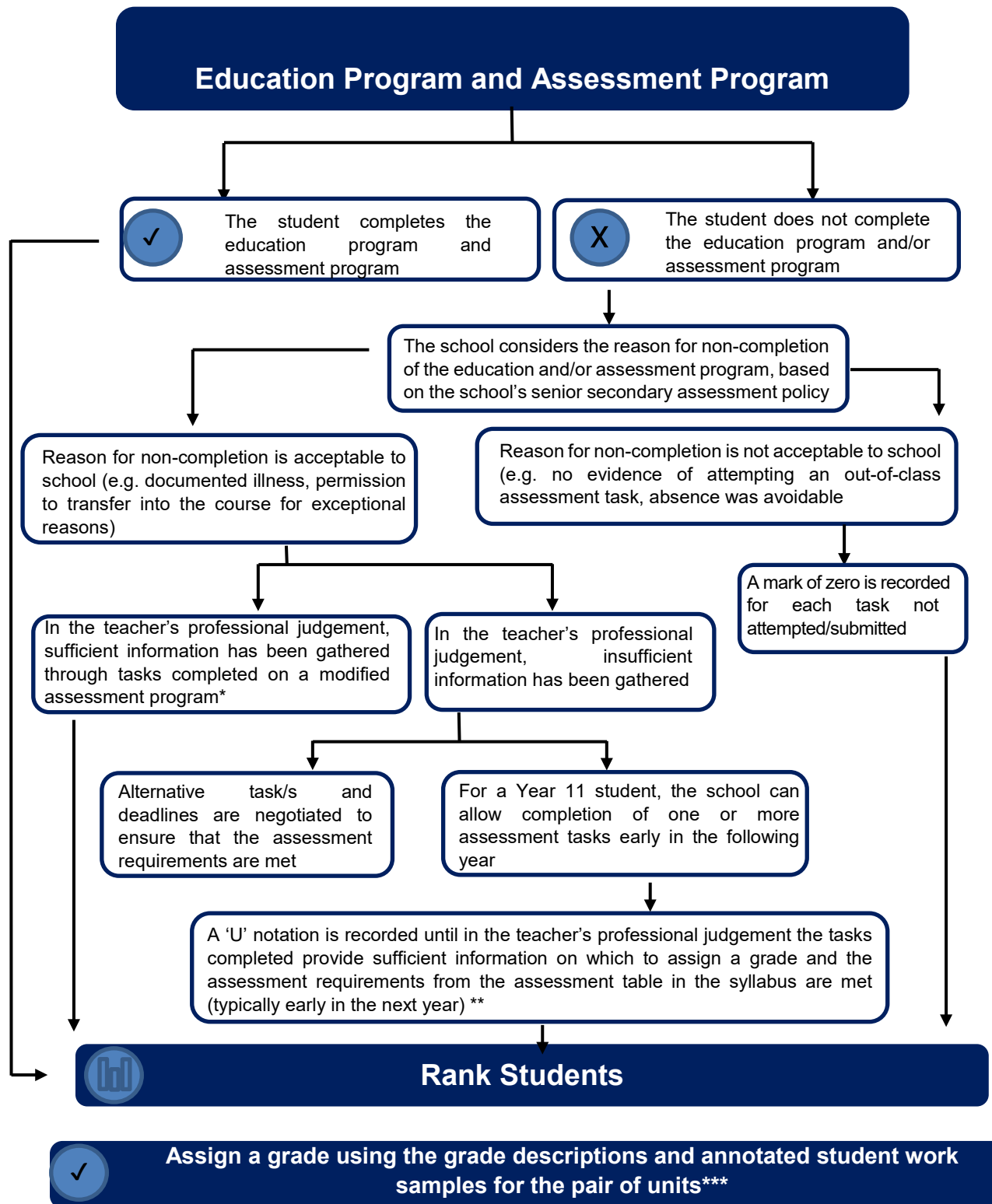
- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination 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 Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the school 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.

APPENDIX 1. COMPLETION REQUIREMENTS FOR ATAR, GENERAL AND FOUNDATION COURSES



* A modified assessment program must meet the assessment requirements of the course. This will typically require re-weighting of marks for the tasks completed.

** For a Year 12 student, the 'U' notation cannot be submitted for ATAR, General and Foundation courses.

*** For a Year 11 student the 'U' status must be changed to a grade before the scheduled final date for the upload of student achievement data (other than Year 12) for the previous year. This data is provided in the Activities Schedule for the following year. Note: a 'U' status not amended by this date will default to an E grade for Foundation, General and ATAR courses.

APPENDIX 2. MODERATION

The moderation process helps teachers make consistent decisions about student progress and achievement. It improves decisions at one point in time, as well as over time. Schools use moderation processes to increase assessment reliability.

Moderation processes involving teachers' collaborative examination of samples of student work should become a central aspect of schools' assessment culture and practices. The significance of teachers' judgements of their students' achievement is widely recognised. It is also recognised that the quality of these judgements is important, and that the consistency of judgements against a common standards framework might vary from school to school, unless there are common, shared understandings of the standards, and of the kind of evidence that indicates achievement against the standards. Thus there is an imperative for developing effective approaches to improving the consistency of teachers' judgements within schools, between schools, and over time.

To this end Leeming SHS will commit to the use of a minimum one EBA hour per semester to enable staff to participate in a process within our school to enable a school based model of moderation and comparability practices to be applied across all year levels.

The purpose of the moderation process is to work with teachers to develop a comprehensive and shared understanding of the standards. Teachers will develop an understanding of the benefits and use of marking keys as diagnostic tools and in making valid, reliable and consistent judgements on student achievement. The considered analysis of the standards, along with engagement with the assessment pointers, will also support effective judgements for reporting purposes.

SCSA's small group moderation procedures provide schools with the opportunity to minimise potential anomalies which can occur during the statistical moderation of school marks of students in small group. Section 3.6 of the WACE Manual provides a detailed explanation of SCSA's small group moderation procedures. Courses in which the projected number of candidates at any school is fewer than 6, are required to engage in small group moderation. At LSHS, small group moderation is recommended for courses with up to 10 candidates due to class changes throughout the year.

APPENDIX 3. Assessment Outline Sample

< Year Level> <COURSE> Assessment Outline <School Year>

Task Number	Week Set / Due	Content (name of assessment and Unit number)	Assessment Type	Mark	Weighting (%)
Task 1	Term 1 Week 6 March 13	Design Fundamentals - Define and illustrate the Gestalt design principles.	Response		10%
Task 2	Term 1 week 9 March 27	Design Fundamentals – Lens Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 3	Term 1 week 9 March 27	Design Fundamentals - Shutter Speed Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 4	Term 1 week 9 March 27	Design Fundamentals - Investigation / Reflection Shutter Speed	Response		10%
Task 5	Term 2 week 5 May 22	Design Fundamentals - Depth of Field Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief.	Production		17.5%
Task 6	Term 2 week 5 May 22	Design Fundamentals - Design Elements/Principles Digital presentation of design solutions and design process. Students investigate, explore ideas and follow a design process in response to the design brief	Production		17.5%
Task 7	Term 2 week 5 May 22	Design Fundamentals - Investigation / Reflection Design Elements/Principles	Response		10%
				TOTAL	Unit 1 100

APPENDIX 4. Examination Rules

These rules are based on those used by SCSA (School Curriculum and Standards Authority) for ATAR Course Examinations.

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination
- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
- Collusion between students will lead to the cancellation of the practical and/or written examination marks for each student involved
- Possession of, or knowledge of, examination questions before an examination will lead to the cancellation of the student's practical and/or written examination mark(s)
- Possession of unauthorised material or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s)
- Markings on authorised materials in the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s)
- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the students practical and/or written mark(s)
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room