



SCHOOL ASSESSMENT POLICY

This policy is informed by the teaching and learning culture at Harvey Senior High School (HSHS) and has been developed in accordance with regulations set by the School Curriculum and Standards Authority (SCSA).

All mainstream Year 11 and Year 12 students are enrolled in a combination of WACE General Courses. Some students are also gaining credit for the WACE by undertaking Vocational Education and Training (VET) qualifications and/or other endorsed programs which are available through HSHS. The VET qualifications are delivered and assessed in accordance with the relevant Registered Training Organization's (RTO) assessment procedures and processes.

All WACE assessments of General Courses, all lower-school subjects, as well as endorsed programs are covered by this policy.

Definitions: The policy refers to WACE courses and endorsed programs. Any statement using the term course will refer to all of the above.

1.OVERVIEW

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents
- Whole school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid, educative, explicit and reliable.

2. STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete all subject/course/learning area requirements by the due date
- maintain a folio of evidence for each subject/course/learning area studied and to make it available whenever required (Senior school only but recommended practice for Lower school)

- maintain a good record of attendance, conduct and progress (a student who is absent for five lessons or more per term is deemed to be at risk)
- initiate contact with teachers concerning absence from class, missed in-class assessments, extension requests and other issues pertaining to assessment.

3. STAFF RESPONSIBILITIES

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that meets the current Authority syllabus/WA curriculum for each course studied
- provide students with access to a course outline and assessment schedule at the start of the course
- ensure that assessments are fair, valid, educative, explicit and reliable
- provide students with timely assessment feedback and guidance. Student assessment tasks will be returned to students marked and with feedback, within two weeks of being handed in
- maintain accurate records of student achievement and assessment
- meet school and external timelines for assessment and reporting
- participate in moderation processes at School and/or SCSA or other small group moderation opportunities
- inform students and parents of academic progress as appropriate

4. INFORMATION PROVIDED TO STUDENTS FOR YEAR 11 AND 12 COURSES

Before teaching starts the teacher will provide student access, either as a hard or electronic copy on the Compass class page, to the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions.
- a course outline for the pair of units (or unit or semester) that shows:
 - the content from the syllabus in the sequence in which it will be taught.
 - the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline for the pair of units that includes:
 - the number of tasks to be assessed.
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus.
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

5. ASSESSING STUDENT ACHIEVEMENT

At Harvey Senior High School all mainstream Year 11 and 12 students are enrolled in a pair of units. In Years 7 to Year 10 students are enrolled in semesterised subjects. In each pair of Year 11 / 12 units or 7 – 10 semesterised subjects, a number of assessment tasks occur during the year and an Externally Set Task for Year 12 General courses.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of everyone in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs, or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course.

6. EXTERNALLY SET TASK

All students enrolled in a Year 12 General Course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by The Authority based on content from Unit 3. It is completed in class under standard test conditions.

7. MISSED ASSESSMENT WORK DUE TO ABSENCE FROM CLASS

General

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 course assessment requirements not being met. Failure to achieve at a satisfactory level across all courses will threaten a student's ability to achieve a satisfactory grade, to be awarded the Western Australian Certificate of Education (WACE) or completion of Certificate qualifications.

Specially scheduled assessment tasks

Absence from a specially scheduled assessment task (including tests and examinations) must be explained by one of the following:

- Medical certificate
- Telephone call or letter from parent.

Satisfactory explanation of the absence may enable the student to complete that assessment task, or a similar task, and gain credit. Wherever possible, advance notification of absence is preferred. If a student is absent on the due date for submission of an assessment item, it is the responsibility of the student to make arrangements for submission on the due date.

In cases where a student is unable to attend to complete a specially scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.

Where there is no satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made, the student and parent/guardian will be informed, and the school may use its discretion in determining an appropriate strategy which could address the issue. This may include awarding the student a zero score for the assessment and an immediate loss of a student's Good Standing Status.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student's learning program.

8. CHANGING A SUBJECT/COURSE

Generally, it is not possible to change after the first month, as to do so would place a student at risk of not completing the subject / course requirements. The school will only consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the Principal or their nominated representative. Where a student changes school during a school year, credit for the completion of work in the same subject/course will be given when the student and/or previous school supplies appropriate evidence.

9. NON-SUBMISSION, LATE SUBMISSION AND EXTENSIONS

General

A subject or course overview, including timelines for submission of assessment tasks, will be provided to each student at the start of the course. Due dates will be clearly outlined and implemented. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised. It is a teacher's responsibility to manage the assessment outline. It is a student's responsibility to provide evidence of achievement by the published timelines.

Non-completion and/or late submission of assessment requirements

Students will be provided with an opportunity to present evidence supporting their reason for not completing an assessment task or not submitting an assessment task by the due date.

The school will decide whether the reason for non-completion or late submission is acceptable and apply an appropriate strategy.

If a student has been provided with the opportunity to complete the assessment requirements for a course unit or subject but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of an assessment task)

Non-completion and/or late submission of assessment requirements may result in:

- An immediate loss of a student's Good Standing Status.
- Withdrawal from the mainstream program, until the assessment task is complete.

If a student does not have the opportunity to complete the assessment requirements for a course unit or subject and the reasons for non-completion are acceptable to the school (e.g. prolonged illness, serious personal circumstances, etc ...) then the following assessment strategies may apply:

- providing an alternative assessment task
- extension of time
- estimating performance based on previous performance
- exemption from the task

Parents/guardians will be notified if the student is deemed to be at risk of receiving a significantly lower grade than expected because of non-completion or late submission of work.

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 may make their judgement on the evidence available by the deadline. Application for an extension must be made to the subject teacher before the due date of submission. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

10. CHEATING, COLLUSION, PLAGIARISM AND THE MISUSE OF AI

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which contains:

- Identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- Identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.
- Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Year / Teacher-In-Charge (TIC). As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised the following procedure will be undertaken:

- Identify the evidence of plagiarism.
- Investigation with HOLA / TIC and student.
- Contact parents.
- Discussion with student about consequences.

If the student is proven to have cheated, colluded, plagiarised or misused AI, for reasons that are not acceptable to the school, e.g. blatant downloading of essays; copying another student's work.

Consequences for students may include:

- An immediate loss of a student's Good Standing Status.
- A mark of zero for entire assessment
- A mark of zero or reduction of mark for a particular section of the assessment.
- Alternative assessment.

Consequences for cheating, collusion, plagiarism or the misuse of AI will be decided in consultation with the Associate Principal, Deputy Principal, Teacher in Charge, and the subject teacher.

11. ARTIFICIAL INTELLIGENCE (AI) USE FOR STUDENTS AT HARVEY SHS

The policy for the use of AI focuses on responsible, ethical, and educationally beneficial uses of AI, while emphasizing the importance of academic integrity, digital citizenship, and critical thinking. Harvey SHS fosters a balanced approach that allows students to benefit from AI technologies while equipping them with the skills to navigate the digital world safely and responsibly. As technology continues to evolve, this policy will be regularly reviewed and adapted to ensure it remains relevant and effective.

Guidelines for Acceptable Use

- **Academic Integrity:** AI tools may assist in learning but must not be used to complete assignments, homework, or exams dishonestly. Students should not submit AI-generated content as their own work. Using AI for plagiarism, cheating, or to shortcut the learning process is prohibited.
- **AI for Research & Learning:** AI tools may be used for research purposes, data analysis, tutoring, and content generation (e.g., summarizing texts, generating ideas, or language translation), provided that students verify the information and critically assess the results.
- **AI in Creative Activities:** AI can be used to support creative endeavours (e.g., generating art, writing, or music), but students must acknowledge when AI is used as part of their creative process, ensuring their contributions remain original.
- **Respect for Privacy:** Students must be aware of privacy concerns when using AI tools. They should avoid entering personal, sensitive, or identifying information into AI platforms that might compromise their privacy or data security.
- **Responsible Use:** AI tools should be used responsibly, maintaining respect for others and adhering to the Harvey SHS Assessment Policy and the Department of Education's Appropriate use of Online Services. Students must not use AI for harmful purposes, such as creating inappropriate content or engaging in cyberbullying.

- **Monitoring AI Use:** Harvey SHS may implement monitoring systems to track the use of AI tools to ensure they are being used appropriately. This could include checking assignments for AI-generated content or overseeing students' interactions with AI platforms.
- **Disciplinary Action:** Students found to be misusing AI (e.g., for cheating, plagiarism, or inappropriate content creation) may face disciplinary action in line with Section 10 of the Harvey SHS Assessment Policy.

12. SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same subject or, in the case of Senior School, pair of units at the school, all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalized, as per Section 10.

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

13. RETENTION AND DISPOSAL OF STUDENT WORK

Year 11 and 12 Students are responsible for retaining all their marked written assessment tasks. The school will retain all non-written assessment tasks (typically audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes. Lower school students are encouraged to follow the practice of securely retaining course work in preparation for Senior School.

To assist students, the school establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by the Authority. All assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the school.

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

14. STUDENTS REQUIRING SPECIAL CONSIDERATION

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA guidelines.

15. MODIFICATION OF THE ASSESSMENT OUTLINE

If circumstances change during the teaching of a Lower school subject or Senior school Course, requiring the teacher to adjust scheduled assessment tasks, then students will be notified, and the modified assessment outline will be made available to students.

Where a disability, special education needs, or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

Learning programs and assessment outlines of some Lower School classes may need to be extensively modified to cater for the learning needs of students. In such cases, a Pathway grade rather than a Learning Area grade may be recorded for semester and end of year reports for that class.

16. ASSESSING STUDENT ACHIEVEMENT

Student achievement will be assessed according to the requirements and contents of:

- Western Australian Curriculum and associated Standards
- SCSA Senior school syllabus documents
- WACE Manual (SCSA Guidelines); and/or
- Documented industry specific standards for VET courses.

17. REPORTING

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be regularly informed about a student's progress through Task Mark Reports. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the course/subject requirements and receiving a D / E
- meeting WACE requirements.