



St Brigid's College Assessment Policy

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Introduction

The contents of this policy are applicable to all students and teaching staff at St Brigid's College. It is the responsibility of students and staff to be fully aware of information contained within the policy and to seek clarification where appropriate.

Rationale

Assessment for [student's] learning is important because it enables educators in partnership with families, children and other professionals to -

- plan effectively for [a student's] current and future learning
- communicate about [a student's] learning and progress
- determine the extent to which [a student is] progressing toward realising learning outcomes and if not, what might be impeding their progress
- identify [a student] who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help
- evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable [a student's] learning
- reflect on pedagogy that will suit this context and these [students]
- provide timely feedback to students, allowing for the learning cycle to be maintained and students to be able to respond to feedback provided
- meet statutory requirements.

Guiding Principles

Assessment at St Brigid's College is primarily informed in two ways:

- a) By the College's Vision, Values and by the Gospel that seeks to promote justice, human dignity, compassion, hope and love; through our values of Respect, Courage, Justice, Service and Compassion.
- b) Policy and documentation as directed by the Catholic Education WA and the School Curriculum and Standards Authority (SCSA).

As mandated by SCSA the Principles of Assessment state that assessment:

- should be an integral part of teaching and learning
- must be educative
- must be fair
- should be designed to meet specific purposes
- should lead to informative reporting (refer to the College's Reporting Policy)
- should lead to school evaluation processes.

Through the Assessment Policy, the College ensures the use of practices and procedures that demonstrate a concern at all times for -

- the dignity and development of each student
- the student's self-esteem
- the provision of continuity and cohesion in students' learning
- the maturation levels of students
- the need of students to experience success, to be aware of their achievements and their learning differences in order to maintain a high level of motivation for school and learning
- students to develop ownership of the learning process and to demonstrate a responsibility to be fully aware of the requirements of each course.

The following policy guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The College's Assessment Policy has been developed to enable the fostering of a positive work ethic and the promotion of individual achievement.

Assessment Guidelines K-12

- a) The Bishops' Mandate Letter specifies that there are nine learning areas in the curriculum of Catholic schools in Western Australia. The first learning area in the curriculum of all WA Catholic schools is Religious Education. Religious Education *'forms the Ministry of the Word that are appropriate to the Catholic school – primary proclamation, initiatory catechesis and Religious Education – are integral to the Catholic curriculum. This occurs through the integration of faith, culture and life into the nine curriculum Learning Areas, the first of which is Religious Education'* (Mandate 2009 - 2015, par. 43). In the Religious Education Learning Area students' knowledge, understandings and skills will be assessed. Students' faith development cannot and will not be assessed.
- b) Assessment in Kindergarten to Year Twelve reflects the guidelines of the Western Australian Curriculum.
- c) Students are central to the teaching and learning programmes and are reflected in the College Reports; which are distributed three times a year.
- d) The criteria used for assessments in the form of the Archdiocese Guidelines for Religious Education, Western Australian Curriculum and Australian Quality Training Framework will be made as transparent as possible for students.
- e) Assessment must be collaborative and in partnerships with students, their families

and teachers; in order to ensure appropriate learning goals are established, evaluated and then achieved.

- f) Student achievement progress will be reported by comparing -
 - the students' work against standards established by SCSA
 - the students' prior and current learning achievements with those of other students.

- g) St Brigid's College's staff will, through appropriate teaching and learning strategies, ensure that students have opportunities to engage in reflective practices, in relation to assessments.

- h) Evidence is collected to demonstrate student learning over time. The evidence gained should form the core of the reporting process to parents and guides staff's future planning and preparation.

- i) Assessment forms should -
 - reflect achievement against the grade descriptors and indicators for the subject
 - involve student participation and reflection; for example, students should know the assessment criteria for a given task and, if appropriate, help devise an assessment rubric to measure various aspects of their performance
 - provide students with an opportunity to engage with and recognise areas for improvement
 - be based on Grade Descriptors, Judging Standards and Indicators that have been clearly communicated to students and parents
 - be informative for students, parents and teachers, and provide direction for future instruction
 - provide equal opportunities for all students regardless of gender, culture and special needs.

- j) Parents/guardians will be notified in cases where concern for a student's progress emerges.

- k) Where adjustments are made to the assessment schedule, it should be done in close consultation with all involved students and clearly publicised. It is a teacher's responsibility to manage the assessment schedule.

- l) Additional Opportunity to Complete a Task: In accordance with Schools' Curriculum and Standards Authority and Australian Training Packages' guidelines, students may be provided with an additional opportunity to complete a task if:
 - The teacher agrees that it is feasible
 - The student has attempted other set assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome.

- m) Completion of Group Tasks: In order to promote collaborative learning, group tasks are often set across all year levels. It is expected that where a group task is to be used for assessment purposes, it is expected that all members of the group

are allocated tasks of equal weighting, hence promoting equal contribution to the final result. Where a teacher deems inequity is evident, results will be adjusted accordingly for individual students.

- (i) Where a member of a group is absent on the day the assessment is due, all group members are expected to submit their contribution to the assessment piece where possible.
- (ii) Where a group member is absent for an extended period leading up to the submission date, the allocation of duties may be required to be renegotiated and or an alternative task set for the absent student.
- (iii) In some tasks (i.e. performance based) an alternative may be unable to be provided. In such cases, staff may use anecdotal evidence.
- (iv) All students are encouraged to save copies of tasks a shared space, to allow access in the event of group members being absent.

N) Task Sheet Distribution: Common assessment tasks are required for use across subject areas or year levels in the Primary School.

- a. Teachers are required to distribute copies of assessment task sheets to relevant teachers and Curriculum Team Leaders (Years Seven to Twelve) a minimum of seven days prior to the assessment being handed to students. Sufficient time is then allowed for staff members to comment on the assessment task sheet.
- b. Collaboration to achieve a common understanding of the task, expectations and standards is required prior to provision of the task to students.
- c. Tasks sheets should made be available to students and parents in a timely fashion.

O) It is expected that all students (day and boarding) attend all contact days in the College's calendar. Boarding students are not permitted to be absent for additional days, whereby a Boarder's Long Weekend, Gazetted Long Weekend or a Public Holiday occur; as a student's learning is affected by being absent from classes and often assessments are not able to be sat. In the interest of equity to all students who are in attendance; students who are absent and do not have a medical certificate, will be included under the College's Extended Leave Policy. Exemptions due to travel arrangements may be applied for by Boarding Parents.

Student Responsibilities

Students are required to:

1. attempt all assessment tasks
2. submit all out-of-class assessment tasks for marking on or before the due date.

(Students are reminded that a piece of work submitted after the end of a lesson, for which that work is due, is classified as being late. This includes the receipt of hard and electronic copies by teachers. Where electronic copies of an assessment are submitted, unless written confirmation (i.e. via email) is received from the class teacher, the work is not considered to have been submitted on time.)

3. attempt all in-class assessment tasks on the scheduled date
4. ensure that they are fully aware of syllabus and assessment requirements, in preparation of assessments
5. communicate with teachers on issues relevant to assessment tasks or programmes
6. Primary School Students: follow any teacher guidance in relation to assessments and relevant related policies such as the Academic Honesty and Absentee policies.
7. Secondary: follow any teacher guidance in relation to assessments and refer to relevant related policies such as the Academic Honesty, Absentee and relevant SCSA policies.
8. It is the student's responsibility to approach the teacher to get any missed work and ensure the relevant teacher has been advised if an absence is expected on the date of an assessment. If students are absent from a specially scheduled assessment (including tests and examinations), teachers will require both or either of the following -
 - a) Emailed notification on the day of the assessment. Emails should be addressed to the appropriate subject teacher/relevant Curriculum Team Leader citing an acceptable reason for the absence. Please note – where teachers consistently receive communications from parents requesting extensions and/or reasons for absences from school on days of assessments; penalties for late work will still apply. Include a medical certificate if available.
 - b) As the College Nurse assesses and cares for Boarding students who are unwell, she is able to complete the attached form which will count as a medical certificate. It is the student's responsibility to obtain a copy of the form, complete the appropriate sections, take it to the Nurse to be signed and then give it to the relevant teacher. It is also important that the student informs the Nurse at the time of being ill that they are missing an assessment.
9. If the assessment task involves a group performance or presentation then it is the responsibility to advise the group and relevant teacher in advance of their absence.
10. It is the student's responsibility to ensure that all data is backed up regularly. Work 'lost' due to technological faults, is not an accepted as a reason for non-submission of work, as in these cases, students should be able to provide to the class teacher sufficient evidence that they have been working on their submission prior to the incident (restored from their back up and printed). This should be accompanied by written confirmation of the issue from the student's

parent/guardian. In cases where technology is not available for the completion of the submission of work, the student must revert to hand written submitting work to the best of their ability.

Primary School Assessment Guidelines

- a) In the early years of education there is a concern fostered for the development of:
 - a sense of identity
 - a connectedness and contribution to the world
 - a sense of well-being
 - confident and involved learners
 - effective communicators.
- b) Educators will use a variety of strategies to collect, document, organise, synthesise and interpret the information that they gather to assess [a student's] learning.' (Early Years Learning Framework 2018, p. 17)
- c) It is also acknowledged that "educators' practices and the relationships they form with (students) and families have a significant effect on children's involvement and success in learning. (Students) thrive when families and educators work together in partnership..." 'when educators establish respectful and caring relationships with children [of all ages] (Early Years Learning Framework 2018, p. 9).
- d) Teachers will use a range of formative and summative data to provide the basis of regular feedback. The teacher provides immediate feedback where they are continually verifying that students are learning what is being taught while it is being taught.
- e) Teachers will work in teams to analyse student learning data and reflect on their own teaching. A range of formative and summative assessment data provides the basis of regular feedback.
- f) Teachers will implement a cycle of planning, teaching and assessment to inform planning and adjust teaching.
- g) Teacher teams will respond to student data analysis by adapting their pedagogical practice.
- h) Reliability of teacher judgements across school will be evaluated using rigorous data analysis methodologies.
- i) The school will use student learning data to plan teacher individual and collective professional learning.
- j) School policy positions assessment as central to improving student learning outcomes.

- k) The Kindy to Year Two assessment structures adhere to the guidelines outlined by the Early Years Learning Framework and Western Australian Curriculum guidelines. All years are subject to the Western Australian Curriculum guidelines.
- l) Student learning journeys will be demonstrated by methods such as e-portfolios.

Primary School Standardisation and Moderation Procedures

1. Teachers will make result judgements use the SCSA's Judging Standards guidelines.
2. If more than one teacher is involved in one subject for a single year group and/or multiple classes for a year level in the Primary School, standardisation of assessment provides a common system for the application of the assessment criteria to each student.
3. Internal moderation is also undertaken to ensure comparability of student results. As a consequence of internal moderation, a student's mark may be adjusted prior to release (i.e. where standards do not align across a subject or year group).
4. Standardisation of internal assessment is best achieved through (but not limited to)-
 - the use of common assessment tasks
 - shared assessment between the teachers involved
 - regular communication between the teachers
 - discussions relating to the awarding of criterion results
 - collaborative marking practices

Non-Completion of Assessments Procedures– Primary School

A student may not complete an assessment for a range of reasons. If a student fails to complete an assessment (e.g. absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), the following process is followed.

1. The teacher in conjunction with the Head of Primary determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable or not.
2. If the reason provided by the student/parent/guardian for non-completion or non-submission of an assessment task **is acceptable**, actions may include –
 - removing the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the remaining tasks **or**
 - providing an extension of time to complete and submit a task completed out

- of class **or**
 - providing an alternative assessment task **or**
 - not including the assessment task as part of the final grading process.
- 3. If the assessment outline is modified for a particular student, the student and their parents will be informed and provided with the amended assessment outline.
- 4. If the student/parent or guardian provides **no reason** or a reason which is **not acceptable** for non-completion or non-submission of an assessment task, the following may apply-
 - record a NC (Not Completed) for an in-class assessment task not undertaken on the set date or an out-of-class assessment task not submitted by the due date, **or**
 - provide an extension of time for completion and submission with an appropriate **or**
 - not include the assessment task as part of the final grading process.
- 5. If a student does not complete or submit an assessment task the student and the parent/guardian is to be advised.
- 6. For breaches of Academic Honesty refer to the Academic Honesty Policy.

Secondary School Assessment Guidelines

1. The Years Seven to Twelve assessment structure adheres to guidelines, procedures and protocols mandated by the Schools' Curriculum and Standards Authority, the Archdiocese Guidelines for Religious Education and the College's Registered Training Organisations.
2. In Years Eleven and Twelve, the Schools' Curriculum and Standards Authority mandate the provision of an assessment outline at the commencement of the school year, which includes the types of assessment and relative weightings. Weightings and task types are identified in each course syllabus and are mandated.
3. The current WACE Manual should be referred to for any Year 11 and 12 assessment queries.
4. Extended Absences for Reasons other than Illness or Misadventure:
 - a) An Application for Extended Leave is to be completed for absences of three days or more.
 - b) Students and their families are provided with an assessment outline at the commencement of the term or semester; to ensure equity for those students who are present at the College. Assessment schedules are contained in these outlines.

- c) Students cannot sit an 'unseen' assessment early and will receive a '0'. A previously 'seen' assessment can be submitted earlier than the scheduled date but not after, providing that the teacher has been advised in due course of the pending absence.
- d) Where students are absent for an examination, a '0' will be awarded, unless a medical certificate is provided. If deemed appropriate a standardised exam mark may be used.
- e) It is the responsibility of students to ensure that they have maintained their study load whilst absent from regular classes. It is not the responsibility of staff members to provide additional 'catch up sessions' for students taking extended holidays.
- f) The Extended Leave Form does not apply to sickness and/or medical conditions nor Boarding students leaving prior to the gazetted dates (a Boarder's Leave Form is completed)
- g) The Extended Leave Form cannot be completed on the student's return.

5. **Boarding Student Absence due to Illness and Missed Assessments:** In the event a Boarding student is unwell and cannot complete a scheduled assessment then it is the responsibility of the student to complete a Boarder's Medical Certificate form, ensure it is signed by the College Nurse and submit to the relevant teacher. Where possible, an accepted explanation of the absence will enable the student to complete that assessment task or a similar task. (Refer to Non- Completion of Assessment) Where a student is unable to attend school for a lengthy period, due to injury or illness, the College will endeavour to provide support to the student's learning programme.

6. **Academic Detention:** Academic Detentions are given to students who have repeatedly failed to complete homework and/or assessment pieces, after the class teacher has previously addressed this area of academic concern.

- The purpose of the detention is to assist with students in developing good work habits, further raise standards of work and to encourage students to successfully complete all tasks set.
- Parents will be contacted by the class teacher where detentions are issued or concerns have arisen.
- During this session work will be required to be completed and submitted at this point for assessment.
- Where a student does not attend the assigned detention then following will apply:
 - parents are to be notified
 - the process outlined in the Behaviour Management will be applied
 - if the outstanding work is submitted on the day of the detention then it will be assessed on the degree of work demonstrated for the assessment
 - if the outstanding work is not submitted then the penalties outlined in **Non-Completion of Assessments Procedures** will be applied. Teachers are required to advise parents if this occurs.

Secondary School Standardisation and Moderation Procedures

1. The College will participate in mandatory Schools' Curriculum and Standards Authority (SCSA) moderation processes such as small group moderation, externally set tasks and standards meetings.

2. To ensure standardisation in small subject groups, small group moderation partnerships are compulsory for schools or providers with fewer than six students undertaking WACE examinations in a particular course of study.
3. Standardisation of internal assessment is best achieved through (but not limited to)-
 - the use of common assessment tasks.
 - shared assessment between the teachers involved.
 - regular communication between the teachers.
 - discussions relating to the awarding of criterion results.
 - regular moderation activities at a departmental level.
4. In the event that more than one class is studying the same subject or unit, procedures are required to ensure that assessment between the classes is internally comparable.
5. As a consequence of internal moderation, a student's mark may be adjusted prior to release (i.e. where standards do not align across a subject or year group).
6. The relevant Curriculum Team Leader and Deputy Principal will be consulted should a standardisation of results or a result be required. This can be achieved using the standardisation function of the marks book. Both the student and parents are to be advised in this instance.

Non-Completion of Assessments Procedures – Years 7-10

A student may not complete an assessment for a range of reasons. This might include reasons such as absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task

1. The teacher in conjunction with the relevant Curriculum Team Leader, in consultation with the Deputy Principal if required, determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable or not.
2. If the reason for non- completion or non-submission is **accepted**, but sufficient evidence for a judgement **is not** available, then the teacher 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 or delay an in-class assessment task, **or**
 - not include the assessment task as part of the final grading process.
3. If the student/parent or guardian provides **no reason** or a reason which is **not acceptable** for non-completion or non-submission of an assessment task, the following may apply –

- for an in-class assessment task not undertaken on the set date a mark of zero will be awarded, **or**
 - provide an extension of time for completion and submission with an appropriate penalty for an out-of-class assessment task not submitted by the due date (see penalties below), **or**
 - apply the following penalty for late submission:
 - a) One School Day Late - 10% of students score deducted
 - b) Two School Days Late - 20% of students score deducted
 - c) Three School Days Late - 30% of students score deducted
 - d) Four School Days Late - Zero score
 - e) Note - Where a weekend occurs (i.e. work due on Friday), students will be penalised 20% of their score.
4. If a student does not complete or submit an assessment task the parent/guardian is to be advised.
 5. A standardised result may be used if required and deemed necessary by the relevant Curriculum Team Leader and Deputy Principal. This can be achieved using the standardisation function in the Marks Book. Both the student and parents are to be advised in this instance.
 6. A breach of the Academic Honesty Policy is considered **non-submission without an acceptable reason** and would incur the recording of a zero for the assessment. If a breach occurs then also refer to the Academic Honesty Policy procedures.

Non-Completion of Assessments Procedures – Years 11-12

Year 11 and 12 students are required to meet all course and assessment requirements in order to successfully complete a given course as mandated by SCSA policy.

Some students may not be able to complete the assessment program for a pair of units, or unit, because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability.

1. The teacher in conjunction with the relevant Curriculum Team Leader, in consultation with the Deputy Principal if required, determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable or not.
2. If the reason for non-completion or non-submission is **accepted**, and sufficient evidence **is available**, then actions may include–
 - a) removing the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the remaining tasks **or**
 - b) providing an extension of time to complete and submit a task completed out

of class **or**

- c) providing an alternative assessment task **or**
- d) A standardised result may be used if required and deemed necessary by the relevant Curriculum Team Leader and Deputy Principal. This can be achieved using the standardisation function in the Marks Book. Both the student and parents are to be advised in this instance **or**
- e) for a Year Eleven student, assigning a 'U' notation and then converting this to a grade the following semester if the student is returning to Year Twelve the following year and will complete different tasks for a grade to be assigned.

3. If the reason for non- completion or non-submission is **accepted**, but sufficient evidence for a judgement is **not available**, then actions may include–

- a) modifying the task so that it can be completed by the student, **or**
- b) providing an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards), **or**
- c) extending the due date for an out-of-class assessment task or delay an in-class assessment task, **or**
- d) A standardised result may be used if required and deemed necessary by the relevant Curriculum Team Leader and Deputy Principal **or**
- e) for a Year Eleven course, submission of a notation of 'U' (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, will enable a grade to be assigned. This ONLY applies for students in Year Eleven.
- f) A 'not competent' will be awarded to students enrolled in a AQF certificate, whereby requirements have not been met to the required standard or work has failed to be submitted.

4. If the student provides **no reason** or a reason which is **not acceptable**, for non-completion or non-submission of an assessment task, the following may apply –

- a) record a mark of zero for an in-class assessment task not undertaken on the set date or an out-of-class assessment task not submitted by the due date, **or**
- b) use a scaled mark based on the deduction penalties for the number of days late a task was submitted **or**
- c) provide an extension of time for completion and submission with an appropriate penalty for an out-of-class assessment task not submitted by the due date.

5. If a student does not complete or submit an assessment task the parent/guardian is to be advised.

6. A breach of the Academic Honesty Policy is considered **non-submission without an acceptable reason** and would incur the recording of a zero for the assessment. If a breach occurs then also refer to the Academic Honesty Policy procedures.

Allocation of Grades- Pre- Primary to 6

1. Final grade allocation will be determined by the use of formative and summative assessment pieces, as outlined in the Assessment Schedule.
2. Judging standards guidelines provided by SCSA will be used to determine final grade allocation.
3. Teachers are required to work in close collaboration to determine a common understanding of grade standards prior to the allocation of grades.

Allocation of Grades- Years 7 -1 2

1. In years 7 to 10 Teachers will make grade judgements using SCSA's Judging Standards guidelines. In years 11 and 12 the grade descriptors will be applied.
2. A grade (A, B, C, D or E) is assigned for each course unit. Grades are assigned using the total weighted mark for all assessment tasks. The assessment outline, provided to all students for each course unit shows the weighting of each assessment task.

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

3. Courses delivered at St Brigid's College in Years Eleven and Twelve are delivered concurrently and assessment is combined, as illustrated in assessment outlines of subjects.
4. **Grade descriptions:** Grade descriptions describe the general characteristics of student performance and achievement at each of the grades A, B, C, D and E in a given stage of a course. Grade descriptions provide a final point of reference when assigning grades at the completion of a unit or pair of units (i.e. when determining cut-offs on the ranked list of students).

Grade descriptions:

- relate directly to the content of the units studied at a particular stage
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of

- performance
 - were developed by the School Standards and Curriculum Authority with reference to student work samples and should be read in conjunction with these work samples
 - are not used to grade individual assessment tasks
 - provide a guide for teachers when developing teaching and assessment programmes
 - provide improvement targets for students
 - provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards
 - are subject to continuing review by the School Standards and Curriculum Authority.
 - The grade allocated are supported by annotated student work samples.
5. Where a standardised result may be deemed necessary by the relevant Curriculum Team Leader and Deputy Principal to determine a final grade, then the student and parents are to be advised.
6. **Allocation of Grades – Consensus Moderation and Small Group Moderation:**
- Where a subject in Years Eleven and Twelve is involved in either a Consensus Moderation or Small Group Moderation partnership (Year Twelve only); grades allocated must be in line with the moderating partner’s grade cut-offs and final result allocation.
 - A student’s final result and/or grade allocation may be altered after final consensus is reached with all partners (including after the College Report is issued).

Retention of Work Samples- Pre-primary to Year 10:

A requirement of the Schools’ Curriculum and Standards Authority is **that schools keep a record of students’ assessment items for future reference or moderation. Assessments are to be stored in a secure environment for the duration of the year. Students may access their assessment items for review, and take assessments home for signing/viewing by parents but they may not permanently remove the items from the College, until grades are validated.** Assessments task are to be returned at the end of the academic year.

Maintenance of Records Pre-primary to Year Ten:

- It is expected that all staff maintain accurate records throughout the College year, in the form of (but not limited to) an electronic marks book, anecdotal records etc.
- In accordance with the State Records Act 2000, the College must retain all assessment records of a student, including teachers’ marks books and anecdotal records, until the year in which the student turns 25 years of age. (WACE, Manual SCSA, p. 38).
- Such records should –
 - be reflective of summative assessments completed by students
 - document results achieved by a student in each criterion, outcome or

- syllabus point (year level dependant)
- be regularly maintained and accessible by teachers, Team Leaders or Senior Leadership. An electronic marks book is to be used by all staff. Access to accurate and most recent results is for the purpose of -
 - use in the school moderation programme
 - evidence, in the event of a student or parent/guardian appeal against their school assessment.
 - clearly show records of achievement matching current Western Australian Curriculum or School Curriculum and Standards Authority syllabi
 - have evidence pertaining to the allocation of results and kept in until advice received of the completion of the College's reporting year.
- all records pertaining to a students' academic progress are to be archived; including anecdotal records, running records, teacher observations etc

Maintenance of Records - Years Eleven and Twelve

Evidence pertaining to Year Eleven and Twelve, should be retained 'until the results are accepted by the Authority' (WACE Manual, SCSA, p. 38) and in the case of competencies 'for a period of six months from the date on which the judgement of competence for the student was made' (<http://www.asqa.gov.au/news-and-media/retention-requirements-for-completed-student-assessment-items.html>).

Retention of marked written assessment tasks - Years Eleven and Twelve

In accordance with the State Records Act 2020 and SCSA policy students will be returned their **marked written assessment tasks** for their retention and be advised that:

- the Authority may request access to student assessed work during the school year
- non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades
- a representative of the College may require return of the marked written tasks to validate judgements or reporting purposes.

Retention of student recorded A/V work - Years Eleven and Twelve

"The school is responsible for recording and retaining all non-written formal assessment tasks (for example, audio recordings of oral performances for Language courses, video recordings of performances for Arts courses, such as Dance and Drama, and Physical Education Studies)." (WACE, Manual SCSA, p. 38) Archived storage of this material is to be undertaken as directed by the Principal and/or Deputy Principal.

Further College Policies to Refer to:

- Academic Honesty Policy
- Assessment Extension Application Policy

- Extended Leave Policy
- Inclusive Education Policy
- Behaviour Management Policy