

# **Gilmore College – Senior School Assessment Policy**



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## **Senior School Assessment Policy** **Revised 2019**

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# **Gilmore College – Senior School Assessment Policy**

## **Senior School Assessment Policy**

Gilmore College has high expectations of our Senior School student body. The aim of the assessment policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must therefore be fair, valid, reliable, educative and inclusive.

Definitions: The policy refers to WACE courses, endorsed programs and Units of Competency (UoC) within Certificate I, II, III and IV courses. Any statement using the term course will refer to all of the above.

### **1. Assessment Guidelines**

- ◆ Senior School student assessment has guidelines set by the School and Curriculum Standards Authority. Adherence to these parameters is mandatory.
- ◆ A course and clear assessment outline must be provided to students at the commencement of the learning program.

#### **Before teaching starts, the teacher will provide access 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 that shows:
  - all 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
  - a general description of each assessment task
  - the assessment type, as prescribed in the syllabus
  - an indication of the syllabus content on which each task is based
  - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Note: students without internet access at home can request a hard copy of these documents from their teacher.

### **2. Student Responsibilities**

- ◆ Complete and submit all assessment tasks described in the course overview and assessment guidelines by the due date.
- ◆ Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- ◆ Provide written evidence for legitimate absences e.g. medical certificate, Sickness and Misadventure Form
- ◆ Maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- ◆ Attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date

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- ◆ Maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program (See Section 9 for details).

## **3. Teacher Responsibilities**

- ◆ Develop a teaching/learning program that adheres to current School and Curriculum Standards Authority guidelines, to be submitted to the Associate Principal by the end of Week 3 Term One.
- ◆ Provide students with a Program overview, Syllabus and Assessment Guidelines at the commencement of the course for the entire course. (See Section 1 for details)
- ◆ Ensure that assessments are fair, valid, reliable, educative and inclusive.
- ◆ Maintain accurate records of student achievement and assessment and meet College and external timeframes for assessment and reporting.
- ◆ Facilitate a system to ensure student submission of work is recorded in case of loss of work
- ◆ Provide a WACE course mark and grade at the end of each semester, for courses delivered either concurrently or sequentially.
- ◆ Provide appropriate feedback at the end of each semester for endorsed programs and certificate courses.
- ◆ At the end of the year, provide the School and Curriculum Standards Authority marks, exam mark and grade as required, at the end of each course.
- ◆ Inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time. Initial contact to be made by letter and recorded on SIS; subsequent contact to be made by telephone and recorded on SIS.
- ◆ Inform parents, via Head of Learning Area, at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- ◆ In consultation with their HOLA's, teachers will be flexible in the assessment requirements with students on alternative / flexible programs and provide modified programs and take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program
- ◆ Provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- ◆ Commend students with good academic progress, as appropriate.
- ◆ Maintain communication with Student Services Manager with respect to completion of work and adherence to timelines to allow for monitoring of 'Good Standing'.

## **4. Assessing student achievement**

At Gilmore College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Sections 5 and 6 for details).

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

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) (See section 2.6.1 2019 Wace Manual).

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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 each individual 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. (See Section 10 for further information on students with a disability).

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and provided with access to the modified assessment outline.

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 modified and provided to the student and parent/guardian.

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, 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 penalised.

Where the College uses the same assessment task or examination as other schools, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

Teachers are responsible for retaining all student, marked, written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will also retain all non-written assessment tasks (typically as audio or video recordings or digital products). All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so teachers must retain these files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. Students are required to return the file to the teacher at the conclusion of the examination period. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

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

## **5. Year 11 and 12 ATAR course school examinations**

College examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for these College-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2 or 2.5 hours in duration with a 10 minute reading time.

In Year 12, all written examinations are 3 hours with a 10 minute reading time duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

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The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below and are available on the College intranet. These rules are based on those that are used by the 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 candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
- ◆ Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
- ◆ Possession of unauthorised materials 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 practical and/or written examination mark(s).
- ◆ Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's 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.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will:

- ◆ Remove the question containing the error or based on content outside the syllabus, **or**
- ◆ Set a new examination if there is a breach of security that affects all students, **or**
- ◆ Penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).
- ◆ Where health issues or personal circumstances prevent a student from completing one or more College examinations, the student must submit a Gilmore College sickness/misadventure form to the Associate Principal or Senior School Year Manager. The College will determine whether the reason is acceptable (See Section 12 for details).
- ◆ If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.
- ◆ If the reason is not acceptable to the College, the student will be given a mark of zero

## **6. Year 12 General and Foundation course externally set task**

All students enrolled in a Year 12 General or Foundation 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.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to College). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (See Section 12 for details).

If the reason is acceptable to the College, the teacher will:

- ◆ Decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**

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- ◆ Allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is not acceptable to the College, the student will be allocated a mark of zero

## **7. Absence from Class / Missed Work**

### **(a) General**

- ◆ Where a student can provide a medical certificate for extended absences it may be possible to modify the assessment program. (See Appendix B). This certificate needs to be provided as soon as practicable.

### **(b) Scheduled Assessment Tasks**

- ◆ Absence from a scheduled assessment task (including tests and examinations) must be accompanied by an acceptable explanation (e.g. medical certificate) in order for the student to complete that assessment task or a similar task and gain credit.
- ◆ Where possible, advance notification of absence is required. Holidays are not a reasonable excuse for absence.
- ◆ Students will complete all assessment tasks with appropriate penalty applied (See Section 11), at the first opportunity upon their return to College.
- ◆ In cases where a student is unable to attend College to complete a scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue and time.

### **(c) Failure to Submit or Complete Work**

- ◆ When an assessment task has not been submitted by the due date, the teacher will notify parents.
- ◆ In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline, in consultation with Head of Learning Area. Deadlines may be able to be negotiated if prior arrangement with the class teacher is made. (This does not mean as you walk into the classroom on the day the item is due.)
- ◆ For students attempting Units of Competency working towards a certificate course, they will be given 'up to' three opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency after the final opportunity must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or failure to complete the competency will put that student at risk of not completing the full qualification (See Section 17).

## **8. Cheating, Collusion and Plagiarism**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

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

- ◆ Is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- ◆ Is copied or downloaded from the internet without acknowledging the source
- ◆ Paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/Teacher-In-Charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- ◆ A mark of zero for the whole assessment task, **or**

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- ◆ A mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## **9. Awarding of "U"**

- ◆ A "U" is awarded to a Year 11 student who has not had an opportunity to complete the assessment program due to legitimate reasons and there is insufficient evidence to make an on-balanced judgement of all the outcomes.
- ◆ Year 12 Students cannot be awarded a "U" grade at Gilmore College.
- ◆ Parents must be immediately informed in writing when a "U" is likely to be awarded.
- ◆ Staff must negotiate with the Head of Learning Area if any student is to be awarded a 'U'.

## **10. Students with Special Needs**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including College examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/Teacher-In-Charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task. Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

## **11. 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 is to be submitted to the relevant Head of Learning Area/Teacher-In-Charge who will provide a receipt slip for the student to prove submission of task. Students must retain these receipts as their proof of submission in case of lost work.

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 teacher will determine whether the reason is acceptable in the first instance (See Section 12 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is **acceptable** to the teacher (See Section 12 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 advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.



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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 teacher (See Section 7 and 12 for details), the following penalties apply:

- ◆ 10% reduction in the mark per day for five days (Cumulative to 50%)
- ◆ Maximum of 50% for work submitted between five and ten days late, **or**
- ◆ A mark of zero (if submitted more than ten 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 teacher (See Section 12 or Appendix E for details), the student will receive a mark of zero.

Teacher's may consult with their HOLA, who may further consult with the Year Manager or Associate Principal if there is any doubt as to the validity of the reason supplied for missing an assessment task.

Misadventure applications must be submitted via the 'Sickness/Misadventure form' to the Senior School Year Manager within 24 hours of the assessment or immediately on their return to school.

## **12. Acceptable reasons for non-completion or non-submission of an assessment task**

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 College. For example:

- ◆ Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including College 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.

In such cases, the parent/guardian must:

- ◆ Contact the College 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 following the student's return to College.

Where the student provides a reason, which **is acceptable** to the College 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**
- ◆ Decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- ◆ Not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's 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. family holidays, preparation for the College ball).

In exceptional circumstances, the parent/guardian may negotiate the development of an Individual Education Plan with the Year Manager. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

## **13. Transfer between courses and/or units**

If a student commences a pair of units late, they may 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 Associate Principal or Senior School Manager. A meeting will be held with the student and the parent/guardian



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to discuss the student's 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 Gilmore College, the deadline for student transfers in Years 11 and 12 is Friday of Week 5 in Term 1. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester 2, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

## **14. Transfer from another school**

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to the Authority's recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school.

This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a College mark for the pair of units will be determined.

A meeting will be held with the student and parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

## **15. Reporting student achievement**

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

- ◆ A comment by the teacher
- ◆ A grade<sup>1</sup>
- ◆ The percentage mark in the College-based examination (for ATAR courses)
- ◆ The percentage mark<sup>1</sup> (calculated from the weighted total mark).

At the end of the year, students will be provided with a Gilmore College statement of achievement, which lists the College 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.

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All final grades are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

<sup>1</sup> The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

## **16. Reviewing marks and grades**

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then 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 College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- ◆ The assessment outline does not conform to the syllabus requirements
- ◆ The assessment procedures used do not conform with the College'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 Authority using an appeal form which is available from the Associate Principal or the Authority website. The 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 College 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.

## **17. Assessment and Completion of VET UOC's**

Vet qualifications are delivered and assessed at Gilmore College in partnership with various RTO's. Teachers are unable to result a child in a VET qualification until it has been validated by the relevant RTO who will either recommend competency or deny the achievement of the qualification. By completing a certificate II, III or IV at Gilmore College, students can gain valuable academic and nominal hours points towards further TAFE studies beyond year 12 as well as the grade equivalence towards achievement of the WACE. Current WACE guidelines do not allow achievement of WACE for general studies students unless their achievement of at least a Cert II is validated by the RTO.

Students enrolled in Certificate qualifications at Gilmore College will be given 'up to' 3 opportunities to demonstrate their competence in a particular skill or outcome. These opportunities will be scheduled and students will be advised of the dates required to hand in assessment tasks related to this demonstration. If a student has failed to submit the tasks required to demonstrate this competence following the final scheduled opportunity, within ten days of the scheduled date, and the student **does not** provide a valid reason which is acceptable to the teacher, the student will be marked as not competent and achievement of the qualification will not be possible. If the teacher determines the reason to be acceptable, the student will be given one further opportunity, (alternative task), to demonstrate the competence and a new deadline will be negotiated with the student. Failure to comply with this requirement in this final instance will result in an incomplete qualification. Students will therefore **not** be able to hand in two years work in the final weeks of year 12 and expect to achieve the qualification but must adhere to the scheduled deadlines.

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## **18. Endorsed Programs**

Endorsed programs are programs delivered external to the school which the School Curriculum and Standards Authority recognise are a part of the whole education of the child. There are various and numerous programmes students may be involved in that would therefore contribute to the child's achievement of their WACE and too many to mention here. If your child believes they have participated in an Endorsed Program, they should provide a copy of any certification received as part of this program to the Senior School Manager to ensure that it is included in their WACE graduation.

A list of endorsed programs can be found on the SCSA website at the address below

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

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## **Appendix A: Sickness/Misadventure Application Form**

Before completing a Sickness/Misadventure Application form please read the following information carefully:

- ◆ Has your performance in a course assessment been affected by a temporary sickness, non-permanent disability or unforeseen misadventure suffered immediately before or during the assessment period? (For Physical Education Studies and Dance practical candidates this includes a severe injury sustained after the start of Term 3, but still existing during the practical examinations.)
- ◆ Were you prevented from completing an assessment due to sickness and/or misadventure?

If you answered YES to either, or both, of these questions then you should complete this form. The circumstances must have been beyond your usual control.

If your difficulties in completing the assessment are the result of any of the reasons listed below, then your circumstances fall outside the College's guidelines for sickness/misadventure and your penalty will stand.

- ◆ Difficulties in preparation or loss of preparation time – for example, as a result of sickness, unless in the two weeks prior to your first written examination
- ◆ Alleged deficiencies in tuition
- ◆ Long-term illness such as asthma and epilepsy – unless you have suffered an acute episode of your illness during the assessment period
- ◆ The same grounds for which you received special assessment provisions – unless you experienced additional difficulties during an assessment session
- ◆ Misreading the assessment schedule
- ◆ Misreading examination instructions
- ◆ Attendance at a sporting or cultural event during an assessment session.

If the application is accepted, then an assessment mark may be excluded from your grade calculation or an alternative arrangement will be brokered between you and your teacher.

You will be notified of the outcome of your application through the relevant Student Services Manager.

### **Completion of the form**

- |                  |   |
|------------------|---|
| <b>Section A</b> | Applicant details: All parts of this section must be completed by the candidate personally.   |
| <b>Section B</b> | Course details: This section, including the insert, to be completed by the candidate personally.  |
| <b>Section C</b> | Misadventure evidence (non-medical): This section should be completed by a person not related to the candidate, who is a witness to the misadventure e.g. attending police officer. |
| <b>Section D</b> | Medical evidence: This section must be completed by the medical practitioner or registered health professional, if the application is on medical or psychological grounds.          |
| <b>Section E</b> | Candidate declaration: Must be signed by the candidate personally.  |

# **Gilmore College – Senior School Assessment Policy**

## **Section A: Applicant details – to be completed by the candidate personally**

Surname: \_\_\_\_\_ First name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Email: \_\_\_\_\_

Contact phone number: \_\_\_\_\_

## **Section B: Course details – to be completed by the candidate personally**

1. Record only those assessments being claimed on the sickness/misadventure details insert.
2. For each written and/or practical assessment in which you are claiming special consideration (as indicated on the insert), describe briefly how your illness or misadventure affected your performance in, completion of, or attendance at that assessment. Do not use dittos, or write 'as above'. All relevant information must be written below. Additional supporting evidence may be attached to this form. If this section is not completed, your application cannot be accepted.
3. Use one application form to record each assessment being claimed. Enter brief details below.

Date of Assessment	Assessment Name	Prac or Written	Details of effect on Performance/Attendance	Did you attend? YES/NO

## **Section C: Misadventure evidence (non-medical only) – to be completed by an independent witness**

If the misadventure or event is of a non-medical nature, the details should be recorded here by an independent witness. Any other relevant information or supporting evidence must be written below or attached.

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## **Witness details**

**Note: The witness must not be related to the applicant, and may be contacted if further information is required.**

Name (block letters): \_\_\_\_\_

Relationship to applicant/relevance of information: \_\_\_\_\_  
(E.g. teacher, neighbour, police officer)

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: (Daytime) \_\_\_\_\_

Mobile: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **Section D: Medical Evidence – to be completed by the medical practitioner/registered health professional**

This section should be completed if an applicant's claim on medical or psychological grounds is to be considered. A Standard Medical Certificate can be provided in lieu of this section.

<p>Medical practitioner/health professional's name:</p> <p>Name and address of hospital/clinic/surgery:</p> <p>Telephone number:</p>	<p>Please write details below or use official stamp.</p>
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I certify that I examined Mr/Ms \_\_\_\_\_ on \_\_\_\_\_  
(Name of applicant) (Date/s of consultation)

What is the medical diagnosis? (Please note that the information you provide will be treated in the strictest confidence and you should provide all relevant information with this application. Please explain clearly how the medical condition impaired the candidate for the assessment.)

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(Continuing, additional or supporting medical evidence should be attached.)

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Dates of onset and functional resolution of the problem:                      From \_\_\_\_\_ To \_\_\_\_\_

Signature of medical practitioner: ..... Date: .....

## **Section E: Candidate declaration – to be completed by the candidate personally**

### **Candidate Declaration**

I declare that, to the best of my knowledge, all the information given on this form (and attachments) is correct.  
I authorise Gilmore College to discuss this application with any person who has signed this form or attachment.

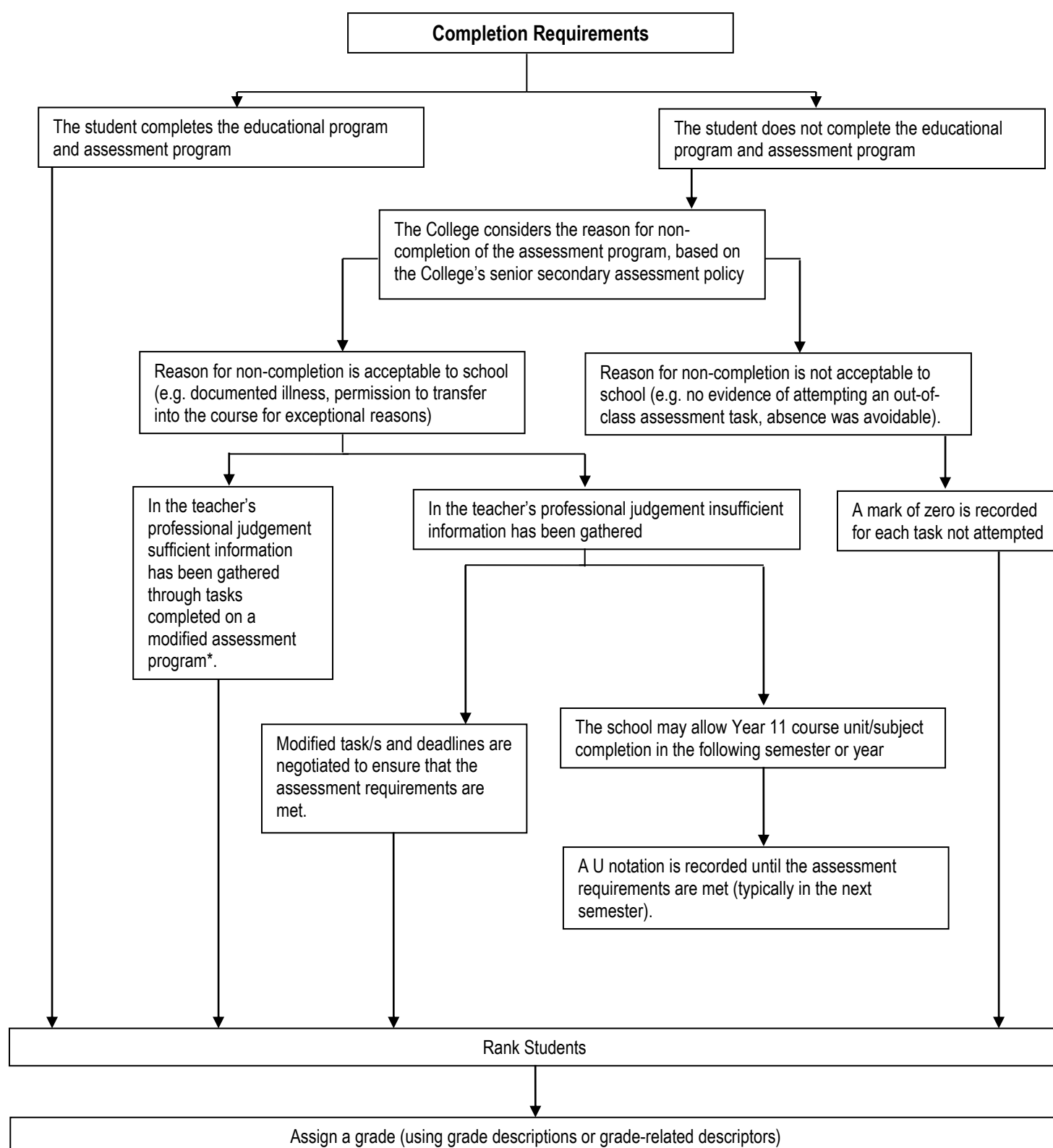
Signature of applicant: ..... Date: .....

Signature of parent/guardian (if applicable): ..... Date: .....



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## Appendix B: Gilmore College Senior School Assessment Policy Process



**\*A modified assessment program must meet the assessment requirements of the course subject. This will typically require re-weighting of marks for the tasks completed. For Year 12 students, the U notation cannot be converted to a grade after submission of grades to School and Curriculum Standards Authority at the end of the year.**

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## **Appendix C:**

### **Sample Student Declaration of Receipt of Assessment Structures and Syllabus Documents**



## **Unit 1 Health Studies**

### **Health and Physical Education Department**

#### **STUDENT DECLARATION:**

##### COURSE OUTLINE 2016 and ASSESSMENT STRUCTURES:

I acknowledge that I have read this course outline and assessment schedule, and I agree that it is necessary for me to retain my whole year's work in an organised manner, with attached assignment / task cover sheets and this is to be placed in a personal portfolio to be retained by the teacher for moderation purposes.

Throughout the course it will be necessary for students to view films/scenes from movies rated M/MA 15+. Students will only be viewing films relevant to their course on limited occasion. As part of the Health Studies course students will be required to examine, view and analyse scenes, excerpts and films completely. These films include, but are not limited to:

Erin Brockovich  
Billy Elliot  
Sex and the City  
Bend it Like Beckham

My Sister's Keeper  
American Pie  
Looking for Alibrandi

Professional discretion has been used in the selecting of these films; as such I seek your permission for your student to view the selected films. Should you not give permission, your student will be placed in an alternate room supervised with an alternate task.

In order to complete the necessary requirements for Health Studies students are required to attend class and complete all activities and tasks set by the teacher on time.

In the event the time frame is unmanageable, students are required to consult their teachers for an extension. Failure to complete these, place the student at risk of failing the unit.

Please sign below and return as soon as possible to the teacher to acknowledge you have received and reviewed the course material.

I \_\_\_\_\_, understand the requirements of Health Studies course and assessment criteria.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

I \_\_\_\_\_ give/ withdraw \_\_\_\_\_ permission to view the selected films as part of Health Studies.

\_\_\_\_\_  
Parent/Guardian signature

# **Gilmore College – Senior School Assessment Policy**

## **Appendix D: Assessment Declaration Form**



## **GILMORE COLLEGE ASSESSMENT POLICY**

### **STUDENT/GUARDIAN DECLARATION:**

#### **2019 SENIOR SCHOOL ASSESSMENT POLICY:**

Students will receive access to a copy either digitally or hard copy of Assessment outline for each course they are enrolled in from their teacher prior to the commencement of the teaching program.

I acknowledge that I have read the 2019 Gilmore Assessment policy, and I agree that it is necessary for me to retain my whole year's work in an organised manner, with attached assignment / task cover sheets and this is to be placed in a personal portfolio for each of my courses; to be retained by the teacher for moderation purposes.

In order to complete the necessary requirements for Year 11 and 12 students are required to attend class, complete all activities and task set by the teacher on time.

In the event the time frame is unmanageable, students are required to consult their teachers for an extension prior to due date. Failure to complete these, a result of "0" and place the student at risk of failing the unit.

Please sign below and return as soon as possible to your Advocacy Teacher to acknowledge you have received and reviewed the course material. A digital copy of the Assessment Policy is available at <https://www.gilmorecollege.wa.edu.au/>

I understand the requirements of Gilmore College Year 11 and 12 WACE courses, Certificate requirements and the Senior School Assessment Policy.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

# **Gilmore College – Senior School Assessment Policy**

## **Appendix E: Acceptable Vs Unacceptable Reasons for Missed Assessments**

<b>Acceptable Reasons</b>	<b>Unacceptable Reasons</b>
Medical – With Certificate	Unauthorised Vacation/Extended Holiday
Mental Health Issues – Supported with evidence from a Psychologist, Doctor or Counsellor	Slept In
	Missed my alarm
Misadventure (Approval by Misadventure Committee required)	The dog ate my homework
	Non-negotiation of extension with prior notice

Misadventure is defined as  
suffering from a temporary sickness, non-permanent disability or an unforeseen event close to or during an examination or assessment which they believe may have resulted in performance below expectations  
**or**  
suffering from a temporary sickness, non-permanent disability or an unforeseen event resulting in non-attendance in particular examinations or assessments

Students who believe they have a case for misadventure are given the opportunity to apply for assessment consideration via the Misadventure Committee which consists of the Senior Scholl Manager, Senior School Associate Principal and the Associate Principal who oversees Student Services. This means completing the Sickness/Misadventure form and submitting this to the Senior School Manager within 24 hours of the assessment or on the first day of their return to school following an absence.