

# Assessment and Reporting Policy

## Senior Secondary School

*(reviewed June, 2025)*

### 1. Overview

This assessment policy describes the guidelines and requirements for the assessment and reporting of SIDE Senior Secondary courses and programs. It reflects the policies and procedures described by the School Curriculum and Standards Authority (the Authority). This policy is to be read in conjunction with information provided by each teacher.

### 2. Student Responsibilities

- Maintain regular contact and respond to teacher contact to ensure understanding of the expectations of the course or program.
- Read and be familiar with the assessment requirements of the course or program and seek clarification if required.
- Complete and submit each assessment task/item by the due date.
- Discuss with the teacher if they have a valid reason for late submission of work, prior to the assessment task/item due date.
- Seek an extension to the assessment submission date in cases of sickness, misadventure or a significant personal circumstance.
- Create and maintain for each WACE course unit (or pair of units) or Program, an assessment file of marked assessments and make these available when requested.
- Ensure all work submitted for assessment is their own, including practical items for examination.
- Attend scheduled examinations and/or timed tests.

### 3. Parent/carer and Supervisor Expectations

- Communicate relevant information to SIDE that may affect their child or student's learning and assessment program.
- Contact the subject teacher prior to the assessment task due date if there is a valid reason for late submission of work and/or a request for an extension of time for an assessment task/item.
- Support their student/child to ensure the work submitted is the student's own.
- Take advantage of opportunities to be informed or to learn about assessment procedures.

### 4. Teacher Responsibilities

- Establish and maintain regular contact with the student.
- Ensure assessment practices are fair, valid, reliable, explicit, educative and compliant.
- Provide a copy of the Assessment Outline and the Course Outline in the Moodle course.
- Provide a hyperlink to the SIDE Senior School Assessment policy in the Moodle course.
- Parents may request an electronic copy of the Course Outline, the Assessment outline and a copy of the SIDE Senior School Assessment policy.
- Explain the assessment requirements to students.
- Inform students when circumstances require the assessment outline to be amended and provide students with an amended assessment outline in Moodle.

- Where there is sufficient evidence, make final judgements of students' course/unit achievement in relation to grade descriptors and/or unit of competency requirements.
- Provide students with timely individual student assessment feedback, a marking key, performance criteria and guidance, highlighting what students have demonstrated and what they need to do to improve.
- Maintain and store accurate records of achievement and assessment (including VET) for each student, for possible review by SCSA or RTO partner(s).

## 5. Information Provided to Students

### WACE Courses

Before teaching starts the teacher will provide:

- a link to the syllabus on the Authority website.
- 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.

### VET Qualifications

Prior to commencement of a qualification the teacher will provide to the student:

- a. details of the RTO which SIDE has partnered with to deliver the qualification
- b. access to the qualification outline (training.gov.au)
- c. access to the units of competency requirements (training.gov.au)
- d. an overall learning program which includes:
  - units of competency to be completed
  - expected time frame for unit completion
- e. for each unit of competency (or cluster of units), an assessment overview that includes:
  - general description of each assessment task
  - assessment method(s)
- f. SIDE and the partnering RTO's policies and procedures for complaints and appeals

### Endorsed Programs

Endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued.

Students typically:

- complete portfolio/journal requirements to show evidence of learning
- adhere to course calendar.

Further information can be accessed at:

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

## 6. Assessing Students with Special Education Needs

For some students, differentiation of the curriculum is required to cater for their individual learning needs. Where there is a legitimate reason for a student to be following a modified curriculum, the teacher will negotiate variations to the syllabus with the student and their parents/carers and Head of Learning Area/Program Coordinator.

- When a student's personal circumstances limit their capacity to complete a particular assessment task/item, the teacher, in consultation with the student and Head of Learning Area (HOLA)/Program Coordinator (PC), may negotiate a variation to the submission date.
- The teacher will consider fairness for all students and the evidence available when making decisions about adjusting timelines for a particular student.
- The individual education plan will show modifications to the Assessment Outline. Students and parents will be provided with a copy of the IEP.

## 7. Non-Completion or Non-submission of an Assessment Task Without Prior Approval

The onus is on the student/parent/supervisor to contact the teacher as soon as possible if they are unable to meet an assessment deadline.

Non-completion or not sitting SIDE examinations is discussed in section 13 of this document.

Assessment task(s) for ATAR, General, and Foundation Courses not submitted by the due date will attract a penalty up to 10 school days past the due date. The penalty will be determined by the teacher and HOLA.

Any assessment tasks submitted more than 10 days past the due date will receive a mark of zero. If there is an exceptional reason for further consideration this should be referred to the Head of Learning Area who will consult the relevant DP prior to making a determination.

Where the student/parent provides a substantiated reason which is acceptable to SIDE for the non-completion or non-submission of an assessment task the teacher, in consultation with the HoLA, may:

- negotiate an adjusted due date for the assessment task (preferred action)
- decide on an alternative assessment task if, in the opinion of the teacher, the assessment is no longer confidential
- re-weight the student's marks for other tasks if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks
- exclude the task from the course/unit assessment program. The final grade will be a weighted average of the completed assessments
  - teachers will only use this option after consultation with the HOLA/DP
  - evidence must be sighted by the teacher, e.g. medical certificate
  - the teacher will include a notation in the Reporting to Parents database.

Acceptable substantiated reasons include sickness which is covered by a medical certificate, claims of misadventure, catastrophic event (eg. flooding, cyclone, fire) or significant personal circumstances preventing the student from completing the assessment task by due date. The teacher in consultation with the HOLA will determine if the reason given is acceptable.

In such cases the student and/or parent/supervisor will:

- contact SIDE at the earliest opportunity
- provide either a medical certificate or a letter of explanation
- provide evidence of progress towards the completion of the task.

Reasons that are not acceptable for non-submission or late submission of work are; events that can be rescheduled **such as** sitting a driver's licence test, family holidays, part-time job interfering with school, falling behind with school work.

The 'U' notation can be used for Year 11 ATAR, General or Foundation course to provide more time to complete further assessment tasks during the year. The U notation must be converted to a grade before the scheduled SCSA final date for the upload of student achievement data.

NB: A 'U' notation cannot be submitted for a Year 12 ATAR, General or Foundation course.

## 8. Cheating, collusion, plagiarism and use of Artificial Intelligence

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). Students are expected to reference and attribute their work using guidelines provided by the SIDE Resource Centre.

Students are not permitted to submit work for marking as their own which is:

- prepared or substantively contributed to by another person (e.g. student, parent, teacher, tutor or expert)
- copied or downloaded from the internet (including Artificial Intelligence sources) without acknowledging the source
- use's someone else's words or ideas without acknowledging that they have done so (work is essentially copied - plagiarism)

### Use of Artificial Intelligence (AI) in Assessment Tasks

The School of Isolated and Distance Education (SIDE) recognises that Artificial Intelligence (AI) tools can support learning when used appropriately.

### Support and Education

SIDE is committed to educating students on the appropriate and ethical use of AI in learning. Guidance will be provided to help students understand:

- When AI tools can be used for brainstorming or feedback.
- How to acknowledge support from AI tools (if permitted).
- The importance of submitting their own, original work.

Students should access the Artificial Intelligence Use Policy for SIDE and the associated guidelines for their year level.

The use of AI to complete or substantially assist with assessment tasks **without teacher approval is not** permitted.

## Suspected Cheating, Collusion, Plagiarism and/or use of Artificial Intelligence in Untimed Assessment Tasks

### a) Initial Discussion

- The student will be informed of the concerns and given the opportunity to explain how the task was completed.
- This discussion will be documented and may involve the relevant Head of Learning Areas or Regional Coordinator.

### b) Validation Activities

- Teachers may use AI and plagiarism detection tools as a validation activity to support academic integrity and assist in confirming the authenticity of student work.
- The student may be required to:
  - Complete a comparable task under supervision.
  - Provide drafts, notes, or planning documents.
  - Discuss the task orally to demonstrate understanding.

### c) Outcomes and Consequences

- No evidence of misconduct: The original task may be marked.
- Cheating, collusion, plagiarism and/or AI use confirmed or work not validated:
  - A mark of zero may be awarded for the assessment.
  - Parents/guardians and relevant school staff will be informed.
  - Repeated or serious breaches may result in an adverse outcome for the course and affect WACE eligibility, in line with SCSA requirements.

## Suspected Cheating, Collusion, Plagiarism and/or use of Artificial Intelligence during examinations and timed assessment

Examinations and timed assessments should be supervised diligently **by a supervisor who meets requirements outlined by The Authority** to ensure students do not receive an unfair advantage. The supervisor must follow all required guidelines when supervising any timed assessment, typically;

- the content of assessments should not be communicated in any way to the student prior to the examination/test/timed assessment
- no prompting during the timed assessment/examination/test
- the assessment should take place in space where there are no visual cues that will give an unfair advantage to the student
- only prescribed books, materials, equipment and electronic devices can be used;
- completion times are required to be strictly adhered to.
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Where the teacher believes the student has engaged in cheating, collusion, plagiarism and/or use of AI on any type of **timed** assessment task the following steps will be used to ensure procedural fairness:

- the HOLA/PC investigates
- if there is a strong evidence-based suspicion that cheating, collusion or plagiarism has occurred a HOLA or a Deputy contacts the parent(s) or supervisor letting them know that there is a concern before talking to the student
- the parent/supervisor and student is provided with the right of reply before a determination is made

- where plagiarism or cheating or collusion or AI use is established beyond reasonable doubt, the teacher will inform the student, parent/carer and/or school supervisor of the result of the investigation and the penalty
- the penalty imposed is typically a mark of zero for the part/s of the task in which the plagiarism/cheating/collusion occurred.

## 9. Transfer from Another School

The SIDE Student Coordinator will contact the previous school to determine/request:

- parts of the syllabus completed
- assessment tasks completed
- marks awarded for these tasks
- previous attainment of VET Qualifications and/or VET Units of Competency
- previous achievement of other Endorsed Program/s.

The teacher in consultation with HOLA/PC will determine:

- how the marks from assessment tasks at the previous school will be used; where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at SIDE
- the additional work, if any, to be completed
- the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and the modifications to the assessment outline. The parent and supervisor will be provided with a copy of the individual education plan.

## 10. Reviewing Marks and Grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant Head of Learning Area.

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

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with SIDE'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 consult with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal, SIDE will make any required adjustments to the student's mark and/or grade, and where required, mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

## 11. SIDE Examinations

School examinations are a compulsory assessment type in ATAR courses. SIDE examinations are part of the preparation for the external end of year ATAR course exams, therefore School Curriculum and Standards Authority rules, procedures and penalties are used to guide SIDE practice.

- The dates for the school exam week/s are published at the start of the year.
- All students studying from home or school are required to sit the school examinations during these times. Only in exceptional circumstances may exemptions be applied for and approved by the Principal.
- Examinations are typically 2.5 to 3 hours long in Year 11 and 12.
- A copy of the examination rules and procedures will be issued to supervisors before the commencement of the examinations period.
- Nominated examination supervisors will be responsible for ensuring students sitting the examinations abide by the rules and procedures provided by SIDE.
- Examinations will be held for ATAR courses at the end of Semester 1 and the end of Semester 2.

## 12. Examination Arrangements

A supervisor is required for each examination to ensure that examination conditions are adhered to.

- The examination supervisor must not be a relative or close friend of the student and must meet requirements outlined by The Authority.
- The examination supervisor must ensure the completed exams are returned to SIDE by the advertised date. In the first instance, an electronic copy is to be provided, followed by the hard copies via post.
- The examination arrangements must be considered suitable by SIDE and/or The Authority.
- The examinations must be timetabled and supervised in the period indicated on the SIDE Calendar.
- When sitting SIDE examinations, students must adhere to the regulations issued with the examination. Infringement of regulations will result in an appropriate penalty as outlined in the guidelines published by the Authority each year.
- Unacceptable behaviour is any activity that allows one student to have an unfair advantage over other student. The Authority breaches of examination rules include, but are not limited to:
  - impersonation of a candidate
  - collusion between candidates
  - possession of knowledge of examination questions before an examination
  - possession of unauthorised materials during the examination
  - possession of mobile technologies
  - markings on authorised materials in the examination room
  - unauthorised removal of examination materials
  - examination room behaviour
  - failure to follow examination instructions
  - false declarations.

Students with Special Educational Needs must discuss any requests for special examination and/or assessment arrangements with their Student Coordinator on enrolment. These requests will be considered in line with standard practice of The Authority.

### 13. SIDE ATAR Examinations: Sickness and Misadventure

The provision for sickness or misadventure when sitting SIDE examinations is based on the process outlined in The Authority guidelines. Detailed evidence to substantiate sickness or misadventure must be sent to SIDE by the parent or carer within 3 business days of sitting or missing an examination. Contact the Student Coordinator as soon as possible to what type of evidence is required. A note from a doctor saying “unfit to sit examinations” is not sufficient.

An examination is an assessment type where course content covered over an extended period of time is assessed and students are required to complete these as part of their course. A student will receive a mark of zero for the examination where they do not sit a SIDE ATAR course examination as a result of any of the following reasons:

- a) difficulties in preparation or loss of preparation time, for example, as a result of an identified physical or mental health issue on enrolment, unless there is a significant, verified change to that condition in the two weeks prior to the first written examination
- b) long-term illnesses such as asthma, epilepsy and mental health conditions – unless it is verified that the student has suffered an acute episode of their illness/condition during the examination period
- c) attendance/participation at any external performance, event or activity, or being on vacation during a SIDE scheduled examination
- d) failure to attend the examination at the scheduled time.

If a student starts an examination but does not complete the examination, the marks will not be adjusted for reasons “a” and “b” above.

In rare and exceptional circumstances that are acceptable to SIDE, where a student is unable to sit a scheduled SIDE examination, an alternative examination schedule will be negotiated within The Authority reporting deadlines (SCSA).

Where a student is again unable to complete the alternative examination for an acceptable reason, the Deputy Principal, Quality Teaching and Learning, will consult with the relevant parties and determine an appropriate and fair outcome.

Under all circumstances, the school will determine whether a reason for failure to attend or complete an examination is acceptable.

### 14. Externally Set Tasks

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 under standard test conditions.

Where a student does not complete the EST, they will be required to complete the task at the first available opportunity. At SIDE this can be logistically difficult. Students should consult with their teacher immediately. If this is not until after the date that the Authority will require SIDE to submit the EST marks then the SIDE will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to SIDE, the teacher will decide on an alternative assessment task or not require the task to be completed and re-weight the student’s marks for other tasks.



## 15. Reporting and Communicating Achievement to Parents/carers

### Year 11:

Student Achievement is reported at the end of Semester One and Semester Two. The semester reports provide the following information:

- for each WACE course (ATAR, General or Foundation) a progress mark and grade at the end of Semester One and a final mark and grade at the end of Semester Two for each unit or pair of units
- a mark for the ATAR course semester exam (where applicable)
- for VET and Endorsed Programs, a progress result at the end of Semester One and a final result at the end of Semester Two.

### Year 12:

Student Achievement is reported at the end of Semester One and a Statement of Results is issued in Semester Two.

The Semester One report provides the following information:

- for each WACE course (ATAR, General or Foundation), a progress mark and grade
- a mark for the ATAR course semester exam (where applicable)
- for VET or Endorsed Programs, a progress result.

The Statement of Results issued in Semester Two includes:

- the final mark and grade for each unit (or pair of units) for WACE courses
- Units of Competency achieved in VET courses
- achievement in Endorsed Programs.

Year 11 and 12 ATAR courses are internally moderated and marks may be scaled to provide students with the most realistic final School Mark. For Year 12 ATAR courses, the School Mark will be statistically adjusted again by the Authority after the external ATAR examinations. The combined score will be reported in the student's Western Australian Statement of Student Achievement (WASSA).

Results from all other non-ATAR course are submitted to the School Curriculum and Standards Authority and the relevant Registered Training Organisation (where applicable) at the end of the year. All final results are subject to approval by the Authority and/or the Registered Training Organisation. The student, and parent or carer, will be notified of any changes that result from the review by Authority of the student results submitted by SIDE.

Details of the process that the Authority uses to adjust the marks submitted by SIDE are available on the Authority website: <https://www.scsa.wa.edu.au/>.

Information regarding the calculation of the ATAR for university entry is available on the Tertiary Institutions Service Centre (TISC) website at: <https://www.tisc.edu.au/>.

## 16. Security of assessment tasks

Where there is more than one class studying the same pair of units at the SIDE, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale.

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