

Years 10-12 Assessment Guidelines and Procedures

1. Introduction

Newman College is committed to an assessment process that reflects our *Vision for Learning and Learning Cycle*. Students are challenged to engage with a range of relevant and effective assessments mapped to the curriculum. Assessments are an integral part of the learning process, and assessment procedures need to be fair, reliable, valid and transparent. Assessment provides students, parents/guardians, and teachers with evidence of a student's progress in developing the skills and understanding they have studied, as well as allowing students to reflect on and monitor their progress to inform their learning goals.

2. Definition

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (<http://assessment.uconn.edu/what/index.html>).

3. General assessment information to be received by students

In accordance with the [WACE Manual](#), as distributed by the School Curriculum and Standards Authority (SCSA), students in Years 10 – 12 will be provided with the:

- College's Senior Secondary Assessment Policy
- course syllabus
- course outline
- assessment outline
- grade descriptions for each course (WACE courses only).

These documents will be provided online for parents and students.

3.1. Procedures for assessment in the event of absence

When a student is absent for an assessment, the reason for the absence must be determined by the Vice Principal, Deputy Principal Teaching and Learning PK-12, Leader of Learning, Leader of Wellbeing or relevant classroom teacher as per the nature of the absence. Parents are required to contact the College to provide the reason for the absence and **provide a medical certificate**.

3.2. Terms of reference relating to student absence

There are three terms associated with student absence:

3.2a Approved Absence: This occurs when students are absent due to illness, bereavement, or to attend a College endorsed event, such as a calendared excursion, involvement in a College sports team or as a representative in a state sports team. Approval is granted for absences through the provision of a **medical certificate (in the event of illness)** or receipt of an email of approval from the Vice Principal.

- Please note that requesting an approved absence does not guarantee its approval and is only acknowledged following confirmation from the Vice Principal.
- Parents/students are also required to contact the classroom teacher to outline the dates of the absence.

3.2b Unapproved Absence: This occurs when students are absent from the College but have received emailed confirmation that the absence is being recorded as unapproved (e.g. to attend a family holiday); this also extends to absences where the College **has not received a medical certificate**, for the day of the assessment or the necessary steps have not been taken to seek approval for the absence.

3.2c Standardised Score: A standardised score will be calculated in the event of an approved absence from an in-class assessment or examination where the validity of the assessment cannot be maintained, this will be determined by the Leader of Learning.

For students with more than one standardised score, the Leader of Learning, in consultation with the Deputy Principal Teaching and Learning PK-12, will determine whether sufficient data can accurately report on the student's achievement.

In cases of extended student absence, classroom teachers will not provide work or assessment tasks for completion while the student is absent.

Students will not be permitted to sit assessments earlier than the scheduled date due to family holidays, travel or personal arrangements.

3.3. Responsibilities of students, parents, teachers and the College

Students, parents, teachers and the College have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These responsibilities include:

Students	Parents	Teachers	College
<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the assessment outline. • Recognising the important dates relating to assessments and submitting all work by the advertised dates. • Taking constructive ownership of their learning and completing all tasks to the best of their ability. • Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher. • Retaining all marked assessments in Years 11 and 12. • Ensuring they uphold the five fundamental values of Academic Integrity: honesty, trust, fairness, respect and responsibility. • Checking the similarity reports to ensure they are upholding academic integrity. • Removing smartwatches at the beginning of the in-class assessment. • Ensuring that they have submitted the correct electronic file. • Re-scheduling music lessons or out of school appointments that occur in the periods when a test is scheduled. • Informing staff in Student Reception if attending during a period where an assessment is occurring. • Maintain good attendance, conduct, and work ethic in courses 	<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents relating to their child’s studies, including—but not limited to—the assessment outline. • Supporting their children in managing the important dates relating to assessments. • Highlighting the importance of submitting all work by the assigned due dates. • Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers. • Following appropriate and due process when notifying the College of their child’s absence by providing a medical certificate for missed assessments and adhering to the policies contained herewith. 	<ul style="list-style-type: none"> • Consistently following the policies and procedures herewith. • Referring closely to the assessment outline and providing fair and reasonable notice and support leading to an assessment. • Notifying the year group via Teams of changes to due dates and parents via SEQTA correspondence by either the Leader of Learning or the Course Coordinator. • Designing assessment tasks that are purposeful, valid and reflective of the syllabus. • Engaging in learning and teaching activities that provide students opportunities for goal setting, growth and reflection. • Providing timely assessment feedback, ensuring work is returned to students within two weeks. • Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents. • Routinely corresponding with students and parents regarding academic performance and progress. • Engaging in moderation processes, including external moderation where required. • Submitting a note on SEQTA regarding students who have missed an assessment and notifying parents. 	<ul style="list-style-type: none"> • Ensuring that teachers and Learning Areas uniformly and fairly administer the Assessment Procedure across the College. • Ensuring that the procedure is regularly updated. • Ensuring that the Assessment Guidelines and Procedures are published and accessible to students, parents, and teaching staff.

3.4. Individual steps to be taken in the event of unplanned, approved, and unapproved absences per assessment type:

<p>In-class assessments (including tests & unseen essays)</p>	<p>Approved absences:</p> <ul style="list-style-type: none"> • In the event of illness, parents must provide a medical certificate to the College absentee email address. All other absences (as described in 3.2a) require written approval from the Vice Principal. • Classroom teachers will receive notification via SEQTA of any approved absences and/or the College's receipt of a medical certificate. • The classroom teacher will record details of the missed assessment and notify parents via SEQTA of how the assessment will be completed, either in missed assessments or as a homework task (for formative purposes only). • The Leader of Learning will determine whether the assessment is summative and can be sat, or whether the student will receive a standardised score. <ul style="list-style-type: none"> • In circumstances where the validity of an assessment task can be maintained, the student will complete the task in the missed assessment session upon returning, and a mark will be awarded accordingly. • In circumstances where the Leader of Learning determines that the validity of the task cannot be maintained, a standardised score (as described in 3.2c) will be generated at reporting points in Semester 1 and 2. • The classroom teacher, in consultation with the Leader of Learning, will then arrange for the student to complete the task for formative purposes as homework, providing a due date of five school days to complete it. • After five school days, students who do not submit the formative assessment will be issued with a Monday College detention by the Leader of Learning. • Detailed notes are to be recorded in SEQTA. <p>Unapproved absences:</p> <ul style="list-style-type: none"> • A zero mark will be entered for the task with parents, and the Leader of Learning and Wellbeing notified. • The teacher, in consultation with the Leader of Learning, will arrange for the student to complete the task for formative purposes as homework, providing a due date of five school days to complete it. After five school days, students who do not submit the formative assessment will be issued a Monday detention. • Given the unapproved nature of the absence (as defined in 3.2b), the student is not entitled to a standardised score.
<p>Curtin UniReady</p>	<ul style="list-style-type: none"> • An approved absence from the College does not ensure that Curtin University will provide the student with an extension. • The students must adhere to the designated application process for assessment deadline extensions through Curtin University. • If a student is unable to complete an assessment by the due date/time due to exceptional circumstances beyond the student's control, they must: <ul style="list-style-type: none"> • Apply for an assessment extension using the Assessment Extension Application Form (available from the classroom teacher). • Provide the completed Assessment Extension Application Form, with supporting documentation, to the classroom teacher. • An Assessment Extension Application Form may be accepted up to five working days after the due date/time of the assessment item, where the student can provide a verifiable explanation as to why they could not submit the Assessment Extension Application Form before the assessment due date/time. • Some units have assessments that do not allow extensions on the due date. In this case, all assessments submitted after the due date/time will be subject to late penalties or receive a zero mark.
<p>Practical in-class assessments</p>	<p>Approved absences:</p> <ul style="list-style-type: none"> • In the event of illness, parents must provide a medical certificate to the College absentee email address. All other absences (as described in 3.2a) require written approval from the Vice Principal. • Upon their return, the student will liaise with the classroom teacher as to when they can complete the assessment. If the classroom teacher determines this cannot occur, the student will receive a standardised mark against the practical assessment type. • Speaking and Listening assessments will be conducted via the classroom at a time agreed to by the student and teacher.

Assignments (Including VET certifications)

Approved absences:

- In the event of illness, parents are required to notify the College absentee department via email or phone. All other absences (as described in 3.2a) require written approval from the Vice Principal.
- The student must correspond with the classroom teacher to confirm an appropriate due date.
- Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the initially set date.
- The submission is due by 23:59 WST on the outlined due date.
- It is the student's responsibility to ensure that any work submitted electronically is the correct file submission. Late penalties will apply for re-submitting the correct files after the due date.
- If the assignment is not submitted by the agreed upon date, the teacher will deduct a penalty of 10% of the student's eventual result multiplied by the number of days late.
- The 10% penalty per day is applied in the following way:
- Final mark – (10% of the final mark x the number of days penalty) =.
For example, in the example below, 10% of 65 is 6.5. The number of days late is 6.
 - $6.5 \times 6 = 39$
 - $65 - 39 = 26$
 - Final mark: 26
- The weekends counts as one day when calculating the late penalty.
- Detailed notes will be recorded in SEQTA.

Unapproved absences:

- Where a student has an unapproved absence and does not submit an assignment on the due date, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the result. The classroom teacher will communicate with the parents on the day the assessment is due and include the Leader of Learning and Leader of Wellbeing.
- After **seven days**, if the work remains unsubmitted, a zero result will be entered, and the Leader of Learning will issue a Monday College detention where the work can be completed and submitted for formative purposes.
- In the instance where more time is required, the student has until **15:15 WST on the Friday of the week of the College detention** to submit the assignment to the classroom teacher.
- The classroom teacher will enter into SEQTA completion or non-completion and inform the parents, Leader of Wellbeing & Learning and Deputy Principal Teaching & Learning PK-12.
- Where the student has not completed the assignment, the Deputy Principal Teaching & Learning PK-12 will inform parents, and the student will be withdrawn from classes until the assignment is completed to an acceptable standard.
- The Leader of Wellbeing and Deputy Principal Teaching & Learning PK-12 will hold a re-entry meeting with the family and student before returning into the classroom.
- Detailed notes of the steps followed will be recorded by teachers in SEQTA.

Assignment Extensions:

- Extensions will only be granted in extenuating circumstances which may include but aren't limited to:
 - Significant illness or medical conditions, supported by appropriate documentation (e.g., medical certificate).
 - Serious personal or family circumstances, such as bereavement, family crisis, or critical wellbeing concerns.
 - Unforeseen events beyond the student's control, such as accidents and emergencies.
 - Exceptional circumstances deemed appropriate by the College upon review.
- The student must apply for an extension **three school days** before the due date, in writing to the relevant Leader of Learning, and provide satisfactory evidence of having worked towards completing the task.
- The Leader of Learning is responsible for approving an extension.
- The Leader of Learning will inform the student via email whether the extension has been granted; if so, they will also provide the new submission date.
- If an extension has **not been approved** and the assessment item is not submitted by

	<p>the set deadline, parents/guardians will be informed, and the following penalties will be applied:</p> <ul style="list-style-type: none"> • A 10% reduction in the student's mark per day that the work is late up to seven days, after which a mark of zero will be recorded and a Monday College detention issued by the Leader of Learning. <p>Following this, procedures will be followed in line with the non-submission of the assessment task.</p>
<p>Non-submission of assessment tasks</p>	<ul style="list-style-type: none"> • If the student does not submit an assignment on the due date, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the result. The classroom teacher will communicate with the parents on the day the assessment is due and include the Leader of Learning and Leader of Wellbeing. • After seven days, if the work remains unsubmitted, a zero result will be entered, and the Leader of Learning will issue a Monday College detention where the work can be completed and submitted for formative purposes. • In the instance where more time is required, the student has until 15:15 WST on the Friday of the week of the College detention to submit the assignment to the classroom teacher. • The classroom teacher will enter into SEQTA completion or non-completion and inform the parents, Leader of Wellbeing & Learning and Deputy Principal Teaching & Learning PK-12. • Where the student has not completed the assignment, the Deputy Principal Teaching & Learning PK-12 will inform parents, and the student will be withdrawn from classes until the assignment is completed to an acceptable standard. • The Leader of Wellbeing and Deputy Principal Teaching & Learning PK-12 will hold a re-entry meeting with the family and student before returning into the classroom. • Detailed notes of the steps followed will be recorded by teachers in SEQTA. •
<p>Examinations</p>	<p>Approved absences:</p> <ul style="list-style-type: none"> • In the event of illness, parents must provide a medical certificate to the College absentee email address. All other absences (as described in 3.2a) require written approval from the Vice Principal. • The medical certificate is to be provided to the Leader of Wellbeing and Leader of Learning. • An alternative date for sitting the assessment will be provided to the student. • Where the examination's validity and credibility can be maintained, the student will sit the examination as a summative assessment, this is as determined by the Leader of Learning. <ul style="list-style-type: none"> • Where a student can sit a summative examination and does not, a mark of 0 will be awarded. • The Leader of Learning determines if an assessment is valid and credible and whether the student sits the assessment as a formative or summative assessment. • In the case where a valid examination cannot be provided for the student they will be awarded a standardised score. • For courses with a practical examination where the student has an approved absence and cannot complete their practical examination, they will complete a task replicating the demands of the alternative WACE practical examination as outlined by the Leader of Learning. <p>Unapproved absences:</p> <ul style="list-style-type: none"> • A zero mark will be entered for the examination with parents, the Leader of Learning and Wellbeing notified. • A time for the student to complete the examination as a formative exercise will be arranged. • Given the unapproved nature of the absence (as defined in 3.2b), the student is not entitled to a standardised score in this instance. •

4. Rules for the conduct of assessments, examinations and Externally Set Tasks (ESTs)

As per the [WACE Manual](#), breaches of examination rules and maximum penalties that might apply include but are not limited to:

- impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks and exclusion from remaining examinations in that year. The matter will be reported to the police.

- collusion between candidates: cancellation of the practical and/or written raw examination marks of each candidate involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
- possession or knowledge of examination questions before an examination: cancellation of all the candidate's practical and/or written raw examination marks. The matter will be reported to the police.
- possession of unauthorised materials during the examination: cancellation of part or all of the
- possession of mobile technologies (e.g. smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved: cancellation of all or part of the candidate's practical and/or written examination mark.
- markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books, dictionaries, etc., are considered to be relevant to the course being examined (whether or not actual use is established).
- unauthorised removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical and/or written raw examination mark relating to the materials being removed. The matter will be reported to the police.
- examination room behaviour: blatant disregard of examination room regulations will result in the removal of the candidate from the examination room.
- failure to follow examination instructions: cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over others.

An EST is conducted for each General and Foundation course in Year 12. SCSA set this assessment, which is compulsory for all students enrolled in Units 3 and 4. The College administers the EST under invigilated conditions within the protocols set by SCSA. The EST is a valid part of the College's assessment program, and the procedures mentioned above and penalties for breaches of conduct apply.

5. Subject Completion

A student will be deemed to have completed a subject and, therefore, be eligible to receive a percentage and grade when the subject's structured educational program and assessment program have been completed. If the student does not meet the educational program or any of their tasks, their final level of achievement may be affected, and the College may be unable to report on the student.

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or a unit where a single Year 11 unit is studied) or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units. The education program refers to classroom activities that allow for full engagement with the delivery of the syllabus, including the teaching of content and associated class activities, such as group discussions, team investigations, field trips, and other similar processes.

6. Process for completing missed assessments

The priority is for students to be in the classroom with their teacher when returning from absence and to lessen the impact on teaching and learning time. To maximise time within the classroom and to ensure assessment conditions are monitored, the College provides three times per week for missed assessments to be completed:

- Tuesday 7:30 - 8:30 am
- Wednesday 3:30 - 4:30 pm
- Friday 7:30 - 8:30 am

- Students must arrive promptly to the missed assessment session as it will **only run for the allocated hour**, and no further time will be given to those students who arrive late.
- When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest missed assessment sessions (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday or Friday).
- Missed assessments must be prioritised over co-curricular commitments (including activities run by the College or external organisations) and any paid work to ensure the assessment is completed within the three missed assessment sessions. Participation in these activities is not considered a valid reason for being unable to complete an assessment during the three scheduled missed-assessment sessions.
- A zero score will be recorded if students do not complete the task during the allocated missed assessment sessions, and the Leader of Learning will issue a Monday College detention. Students who miss multiple assessments must complete the tasks in order of due date in consultation with the relevant Leaders of Learning and classroom teachers.
- Where a student misses three missed assessment sessions (i.e., a week of missed assessment sessions being made available), the classroom teaching, in consultation with the Leader of Learning will issue a mark of zero and a Monday College detention will be issued by the Leader of Learning.

7. Interruption to preparation for an assessment

Where a student has an extended approved absence and has had their preparation time immediately preceding an assessment interrupted, the classroom teacher, in consultation with the Leader of Learning, will determine the appropriate number of days upon their return in which to prepare.

8. Provisions for students who do not have the opportunity to complete the assessment program

Where students cannot complete the assessment program for a unit (or course) due to injury, illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability and there is sufficient evidence available, then the teacher, in consultation with the Leader of Learning, can make a professional judgement of the grade for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If there is insufficient evidence, then the teacher (in consultation with the Leader of Learning and Deputy Principal Teaching and Learning PK-12) may:

- modify the task so that the student can complete it, 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.

8.1. Prolonged or frequent absence

When a student cannot attend classes for a lengthy period due to injury or illness, the College will endeavour to provide support regarding their learning and assessment program. In such circumstances, each case will be treated on an individual basis by the Deputy Principal Teaching and Learning PK-12 in consultation with the Vice Principal, Leader of Wellbeing and Leader of Learning. However, such absences may significantly impact the student's academic achievement. Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parents and appropriate school support services to develop a commensurate support plan. Where a student is frequently absent from College due to chronic or frequent illness, it will be necessary to involve the parents and appropriate school support services to develop a commensurate support plan.

9. Return of student assessments

Students' work must be marked and returned within two weeks of the submission date.

- The release of marks via SEQTA will be done by the classroom teacher within the period that the assessment is returned.
- The College may use copies of student work to develop portfolios to exemplify standards, for moderation purposes or to inform future learning programs.
- Students must retain copies of their assessments for the year if not held by the classroom teacher.

10. Assessing students with special education needs

10.1. Education Support Students

Students within the Education Support Centre receive an individualised learning program. When Education Support students participate in mainstream classes, the curriculum, including all assessments, are modified to cater for their learning needs. The students follow a modified teaching and learning program and have a modified assessment outline. Education Support students who attend mainstream classes and miss an assessment are not required to sit it in the Missed Assessments sessions. The classroom teacher will liaise with the Leader of Learning Education Support to organise an alternative time within the centre for the assessment to be sat. Year 10 students will receive an IEP report, while Year 11 and 12 Education Support students receive an Alternative Pathways report at the end of each reporting period.

10.2. Learning Support Students

The Leader of Learning Support and Pedagogy identifies students who may be eligible for accommodations in line with SCSA guidelines. When assessing students with learning support needs, the Leader of Learning Support and Pedagogy will consider the functional impact of the disability, which may prevent the student from completing an assessment task under standard arrangements. The Leader of Learning Support and Pedagogy oversees the distribution of relevant information to teachers relating to the support of individual students through Curriculum Adjustment Plans and, in some cases, Individual Education Plans.

The teacher will ensure that students with learning support needs studying ATAR, General, or Foundation units complete assessment tasks under the conditions outlined and approved by SCSA. The accommodations will vary according to the student's needs and the task's nature. In all cases, course requirements must be met.

The Leader of Learning Support and Pedagogy and College Psychologists are responsible for completing applications to SCSA for Special Examination Arrangements for the WACE Examinations. Where possible, parents must inform the Leader of Learning Support and Pedagogy of any specific diagnosed learning requirements their child

has before they enter Year 12. The College cannot be held responsible for not assisting students with Learning Support requirements for the SCSA examinations if evidence has not been provided to the College, prior the commencement of Year 12.

11. Unauthorised items Smart Watches and mobile technologies

Students must remove smart watches before starting an in-class assessment or Missed Assessment session. Students who fail to do so will be deemed to be in possession of mobile technologies and will be penalised in line with section 12.1. Students with medical conditions such as diabetes who require the use of mobile smartphones are to ensure they function only as a CGM receiver and have the following provisions made:

- The phone is not accessible to the student but within Bluetooth range
- The phone is to be left on the teacher's table or an adjacent desk
- The student is to be seated at the front near the supervisor's table
- The phone settings to be set so the screen always stays on (i.e. it does not auto-lock)
- In the case of students with diabetes, the app showing glucose readings is to be turned on so that readings are accurate.

12. Academic Integrity (cheating, collusion, and plagiarism)

The College is committed to the development and practice of academic integrity. Academic integrity is the expectation that all community members act with honesty, trust, fairness, respect and responsibility. Academic Misconduct involves forms of cheating such as collusion and plagiarism, irrespective of whether this is the intent of the student or not. Examples include, but are not limited to:

- Sharing information specific to an assessment that could reasonably be expected to provide an unfair advantage (including sharing information between classes).
- Students who permit others to copy or use their work will put themselves in a position where they will be penalised.
- Gaining information specific to an assessment that could reasonably be expected to provide an unfair advantage (including sharing information between classes).
- Gaining a copy of an assessment or marking key before its release.
- Presenting a response to an assessment that is not one's work; this includes the use of artificial intelligence tools, talking during a silent assessment task.
- Using a mobile device during an assessment.
- Accessing prohibited materials during an assessment or examinations (such as pre-prepared and concealed notes).

12.1. Allegations of breaches of academic integrity

If a student is believed to have engaged in any form of cheating, collusion or plagiarism, the teacher, in consultation with the Leader of Learning, will investigate whether the evidenced behaviour constitutes academic misconduct. The student will be provided with the right to reply during the investigation and will inform the parents.

Where it is established that academic misconduct has occurred, the Leader of Learning will inform the Deputy Principal Teaching & Learning PK-12, Leader of Wellbeing, the student and their parent of the result of the investigation and the penalty.

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,
- A mark of zero for the part of the assessment in which academic misconduct has occurred.
- Where a student provides a copy of their assessment answers (collusion), and it is determined that there was no intent for the work to be used by another student; however is, the owner of the work will receive a College detention.

A student who **repeatedly** partakes in academic misconduct may have the following penalties apply:

- Receive a mark of zero for the assessment/s in question
- Complete an academic integrity course
- Be internally suspended for continuous breaches of the assessment guidelines and procedures
- Withdrawn from the course of study.

A meeting with the student, parents, Leader of Learning and the Deputy Principal of Teaching and Learning PK-12 will be held.

12.2. Appropriation and attribution as forms of plagiarism

The terms appropriation and attribution are forms of plagiarism and extend to:

- submitting the work of another as one's own work
- downloading artwork, graphics or other material from the internet and presenting it as one's own without appropriate acknowledgement
- submitting work to which another person—such as a parent, teacher or expert—has contributed substantially. The practice of having others significantly assist in the preparation of submitted work is a form of plagiarism. Still, it is also a form of fraud if it involves significant and/or improper third-party assistance.

Students are required to attribute all appropriated, reworked or borrowed ideas and images used in their work. For the WACE practical examinations for Visual Arts, Design and Drama, the name of the job, text and artist/creator/author must be included in the appropriate acknowledgment form and the candidate's statement.

12.3. The Use of Artificial Intelligence

Artificial Intelligence (AI) tools, including but not restricted to ChatGTP, are large language models trained on a dataset of conversational text. They can generate responses similar to human responses to various prompts and can be used for various natural language processing tasks, including text completion, conversation simulation, and language translation.

- All students are expected to act with academic integrity and submit original work that is their own
- If artificial intelligence tools are used to assist in the research and writing process, the final submission must not be used as the student's own work
- Any information or ideas obtained from research tools, including artificial intelligence tools, must be cited correctly in the final submission
- Plagiarism, including the submission of work that is not original, will result in the appropriate penalties as outlined in Section 13.1, Allegations of breaches of academic integrity of the Years 10-12 Assessment Guidelines and Procedures.
- Students are encouraged to seek assistance from teachers and other academic support resources if they have questions or concerns about using research tools or academic integrity.

Teachers will use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools like Turnitin and artificial intelligence to check the originality of the work submitted by a student.

If a teacher suspects that a student's submission is not their own work, they are required to inform the Leader of learning, who will complete an investigation.

In class assessments and AI use

Where students complete an in-class summative assessment and the teacher has reasonable grounds to believe that the work submitted is not the student's own and has been generated using AI and memorised, the teacher will inform the Leader of Learning who will:

- Interview the student to discuss the concerns regarding authorship of the work.
- Request notes, revision materials, drafts or other documentation that demonstrate the student's learning and preparation for the assessment.
- Where students cannot demonstrate authorship of the work the academic integrity penalties will apply.

12.4. Ensuring the academic integrity of out-of-class assessment tasks

Student achievement in out-of-class assessment tasks is authenticated by the teacher using a range of strategies including, but not limited to:

- Monitoring of student progress during regular observations, reflections, and feedforward opportunities
- use of plagiarism monitoring software, where practicable
- Validation of achievement by an in-class assessment task under test conditions
- Completion of the task partially at home and partially at school
- Electronic text matching services such as Turnitin.

Note:

- Assessments must be submitted in the correct format, as outlined on the assessment task sheet.
- Submitting the wrong file may result in a late penalty if the correct file is submitted after the due date.
- All assessments must be submitted through Turnitin.
- It is your responsibility to check your similarity report. This report shows where plagiarism may have occurred and helps you ensure your work is your own.

12.5. Submission of tasks through electronic text matching or code comparative software

As part of the College's procedures for ensuring academic integrity, work submitted for assessment may be checked using electronic text matching or code comparative software, including but not limited to Turnitin. A copy of all work submitted via Turnitin will be retained on the Turnitin database, which complies with copyright, privacy and data protection laws. Teachers may use the Originality Report produced by Turnitin, which highlights the text in the

submission that matches or is similar to another source and links to the original source. Should a teacher determine that academic misconduct has occurred, they will follow Section 13.1, Allegations of breaches of academic integrity of the Years 10-12 Assessment Guidelines and Procedures.

12.6. Assessing individual performance on group tasks

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including, but not limited to:

- Monitoring of group and individual progress
- Use of a teacher-monitored logbook to document the stages in the development of the task
- Peer evaluation and self-reflection exercises.

13. Managing assessment materials and security

All students' work must be marked and returned within two weeks of the submission date. Once marked, assessed work will either be:

- Retained by the student on the understanding that they need to make this work available to the College if requested or
- Retained by the class teacher in an individual assessment file for each student, which can be accessed by the student as required (particularly for revision purposes).

The College may use examples of student work to develop portfolios to exemplify standards for moderation and standardisation purposes. For Year 12 students, any work retained by the College will be kept until the results are accepted by SCSA and will then be securely disposed of. For Year 11 students, any work kept by the College will be retained until at least February of the following year.

13.1. Security of assessment tasks and validity measures

Learning areas must refresh assessment tasks from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments. To ensure fairness to all students when using an assessment task that cannot be assumed to be unseen by students in a particular class, teachers, under the direction of Leaders of Learning, may:

- Develop parallel and comparable assessment tasks for use by different classes
- Use common timing of the assessment task for different classes where practicable
- Collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task
- Modify assessment tasks before reusing them in the future
- Develop alternate versions of the assessment for instances of missed assessments and validation purposes as outlined in Section Two of this policy
- Engage in moderation processes, including external moderation where required.

14. Request for a review of an assessment

When requesting a review of a mark received for an assessment, the student must approach their classroom teacher to discuss the assessment in a timely manner, outlining where their areas of concern are against the marking key. Parent collaboration at this point is welcomed, and the teacher may provide further feedback annotations or seek moderation from other course teachers where practicable.

If this does not resolve the matter, a written request for further review is made to the Leader of Learning, who will review the assessment and provide a written outcome. Students must note that a review of marks may lead to receiving a lesser mark than was initially awarded. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Deputy Principal Teaching and Learning PK-12 of the request. In all instances, review process documentation will be maintained on SEQTA, and parents will receive written correspondence.

Following consultation with the Leader of Learning, students and/or parents may deem it appropriate to request further review from the Deputy Principal Teaching and Learning PK-12 if they feel the matter is still unresolved. The Deputy Principal Teaching and Learning PK-12 will engage in other forms of validation, which could include liaising with external course advisors. The Deputy Principal Teaching and Learning PK-12 will provide a written outcome to conclude the review. Student appeals and requests for assessment review will be treated with procedural fairness and in accordance with Newman College's Codes of Conduct.

Students and parents must be aware of the reasonable timeframe for appeal and that, given the stringent process outlined for review, a request of this nature does not guarantee a change in outcome. It must also be acknowledged that teachers and Leaders of Learning are unable to change results, and this must be set as a directive from the

Deputy Principal Teaching and Learning PK-12 following a stringent investigation.

15. Procedures for assessing students transferring between courses, units or schools

Nature of Transfer	Procedure Followed
Students transferring early in a course (Years 10 to 12)	<ul style="list-style-type: none"> • The student is withdrawn from their initially enrolled units, and no grade is assigned. • The teacher of the course the student has transferred to may provide them with learning materials to cover the program's content thus far. • The student may be required to complete outstanding assessment tasks (or alternate assessment tasks if the work has already been marked and returned to the class). • Alternatively, the course teacher may remove the assessments from the student's individual assessment outline and adjust the weightings of any forthcoming assessments, ensuring that all assessment types and weightings are correct.
Year 10 student transferring late in a course	<ul style="list-style-type: none"> • The student's results in their initial course will be maintained, and learning and assessment will continue in their new course. • The student will complete the next assessment as practicable in their new course. • The Leader of Learning and Director of Curriculum and Administration will review results at the next reporting point to ensure reporting accuracy
Year 11 student transferring late in a course.	<ul style="list-style-type: none"> • Requests to transfer late in a Year 11 course must be formally made to the Deputy Principal Teaching and Learning PK-12, who will then consider the dates set by SCSA in the <i>WACE Activities Schedule</i>. • If the dates set by SCSA have passed, careful consideration will be given to the circumstances of the request and the benefit to the student's educational outcomes. The Deputy Principal Teaching and Learning PK-12 will consider the learning demands joining a course at a late stage will place on the student, the expectations for assessment and the demands the transfer will place on classroom teachers.
The transfer of a student following the completion of one Year 11 unit	<ul style="list-style-type: none"> • Students typically enrol in a pair of units in Year 11 courses but may transfer to another course after completing one unit. The College must report on all completed Year 11 units.
The transfer of a student from another school	<ul style="list-style-type: none"> • In instances where a student transfers from another school into the same course at Newman College, the relevant Leader of Learning must establish what course content has been covered by the student and the assessment tasks they have completed. This information will determine the content and assessment tasks the student needs to complete (as relevant at the date of transfer). • In instances where the transferring student has not completed one or more assessments, the Leader of Learning must determine whether the student completes the entire assessment program or a tailored version that includes alternative tasks. • Where the student is transferred to a course not previously commenced, a tailored assessment program may need to be developed to meet the assessment requirements of the syllabus and provide the student with the opportunity to demonstrate achievement in the course. This process will allow teachers to collect sufficient information to ensure the student's marks are comparable with the marks of the cohort and will enable a grade to be assigned. In these instances, the student will be provided with an individualised assessment outline that shows how their school mark for the pair of units (or unit) will be determined.

16. Procedures to be implemented if the assessment is affected by a catastrophic event

If the assessment of individual students or cohorts of students is affected by a catastrophic event (e.g., if a pandemic causes several staff and/or students to be absent from school for an extended period), the Deputy Principal Teaching and Learning PK-12 and Leaders of Learning will decide on the appropriate actions, which may include:

- Standardised results in cases where sufficient assessment data has been collected
- Modifications to the assessment outline for students affected by the event (including adjusting the number of assessments and assessment types in accordance with SCSA directives)
- Increased use of formative assessments to ensure students receive valid feedback on the work they are completing remotely
- Reasonable adjustments to the delivery of content and assessment (e.g. in the case of students who require remote access to resources in quarantine periods).

The College will proactively communicate with all parents and students impacted by a catastrophic event and provide details on any changes to assessment and the delivery of content, including the provision of updated programs and assessment outlines for each course. Also refer to Sections 3 and 5 of this policy, which outline processes for seeking an approved absence due to illness and provisions for students who cannot complete the intended assessment program.

17. Processes for the Reporting of Student Achievement (General and ATAR courses)

Student achievement is reported at the end of Semesters 1 and 2. All courses are concurrent, and therefore, Semester 1 grades are indicative. The reports include:

- An overview of student engagement with the course (except for the Statement of Results in Semester 2, Year 12)
- Unit percentage
- Cohort average percentage
- Unit grade

For students sitting ATAR courses, the reports include additional information to that above:

- The student's semester exam %
- cohort average exam %

Year 12 results are not finalised until approved by SCSA. For ATAR courses, the College marks are statistically moderated by SCSA. These adjustments reflect the standardised WACE examination marks of students at the school, and there may be a significant difference between these two marks.

Where students have more than one standardised score in a Learning Area, the Leader of Learning, in consultation with the Deputy Teaching and Learning PK-12, will determine if enough data is available to report on students accurately.

Year	Reviewed By	Review	Date of Review
2026	Deputy Principal Teaching and Learning	<ul style="list-style-type: none"> • Removal of link to outdated Application for Extension form 	March 2026
2025	Teachers, Middle Leaders, Deputy Principal Teaching & Learning PK-12,	<ul style="list-style-type: none"> • Policy review 	November 2025
2024	Teachers, Middle Leaders, Deputy Principal Teaching & Learning PK-12,	<ul style="list-style-type: none"> • Policy Review 	December 2024
2023	Teachers, Middle Leaders, Deputy Principal Teaching & Learning PK-12, College Executive	<ul style="list-style-type: none"> • Policy review for staff clarity 	October 2023
2023	Vice Principal, Deputy Principal Teaching and Learning PK-12, Leaders of Learning Secondary	<ul style="list-style-type: none"> • Inclusion of Academic Integrity & Artificial Intelligence. • Revised Missed Assessment procedures. 	January 2023