Como Secondary College
Lower School Assessment and Reporting Policy 2025

The intention of the Como Secondary College Lower School Assessment Policy is that staff, students and parents work together in order to allow students maximum opportunities to successfully complete their assessment program.

The aim of the assessment policy is to encourage students to take responsibility for their learning and to achieve success.

1. Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each course studied which contains all completed assessment tasks and to make these available whenever required by the school
- initiate contact with teachers regarding missed in-class assessment tasks (see Section 9 for further detail).

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately covers the current Authority syllabus for the particular course
- provide students with access to a course outline and an assessment outline (see Section 3 below for details)
- ensure that all assessments (formative and summative) are an integral part of the teaching and learning, educative, fair, designed to meet their specific purposes, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet college and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.
- enter results on Reporting to Parents within 2 weeks of the assessment deadline.

3. Information provided to students

At the earliest opportunity, the teacher will provide to the student a hard copy of the following document which includes:

- 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
- the number of tasks to be assessed
- the approximate timing of each assessment task and the weighting for each assessment task (N.B. These documents will also be available in an electronic version on Connect)
- advising of changes to Assessment and Course Outlines in writing and uploading the revised version to Connect.

4. Assessing student achievement

At Como Secondary College all students are enrolled in a course. In each course, a number of assessment tasks occur during the year. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all summative assessment tasks when assigning a grade at the completion of the course.

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.

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

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of 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 responsible for the course.

5. 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, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source. This includes submissions generated or partially generated by Artificial Intelligence (AI).
- paraphrased or summarised from 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. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

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

- a mark of zero for the whole assessment task, or

- a mark of zero for the part of the assessment or task where the teacher can identify that the work is not the student's own and/or 5% off total score or % off parts copied for the student who allowed the sections to be copied.

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

6. Security of assessment tasks

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

Where the college 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.

7. Students with a disability

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 school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area 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. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with an alternative opportunity to demonstrate their knowledge, skills and understandings.

8. Completion of a course at Como Secondary College

A grade (A, B, C, D or E) is assigned for each course.

For all courses at Como Secondary College 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.

All assessment tasks should be submitted directly to the teacher. 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 college will determine whether the reason is acceptable (see Section 9 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the college (see Section 9 below 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 contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

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 college (see Section 13 below for details), the following penalties apply:

- 5% reduction in the final mark earned per day late to a maximum of 15% reduction in the mark earned.(eg: if a student achieves a mark of 14/20 or 70%, a 5% reduction for one day late gives 13.3/20 or 67%.If the work is 3 or more days late, the 15% reduction will give 11.9/20 or 60%).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the college (see Section 9 below for details) the student will receive a mark of zero.

9. Acceptable reasons for non-completion or non-submission

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 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 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 upon the student's return to school (the Principal may require that a medical certificate be produced if there are ongoing concerns about a student's absences).

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 (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the 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. preparation for the college ball, **family holidays**). The final decision on acceptable reasons for non-completion or non-submission of an assessment task lies with the college Principal. In exceptional circumstances, the parent/guardian may negotiate with the teacher/HoLA the development of an individual education plan. 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.

10. Reporting student achievement

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

- a grade
- comment

Letter grade	Achievement descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

11. 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 course, in the first instance, they should 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 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 meet the syllabus requirements
- the assessment procedures used do not conform with the college's 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.

A review committee, consisting of the Principal and/or nominated representatives, 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 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.

Catastrophic Events

If the assessment of individual students or groups of students is affected by a catastrophic event (eg: if a pandemic causes a number of staff and/or students to be absent from school for an extended period), the following procedures will apply:

- based on the completed assessment tasks, the HoLA, together with the teacher, makes a professional judgement of the performance of the students affected by the event.
- Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event.
- The school informs the students affected by the event, their parents/guardians/carers, ofhow their achievement will be determined, including any additional assessment tasks.
- Invigilated assessments will take place when students can return to school.
- In the event that Workplace Learning cannot occur, SCSA's VET WACE Requirements Special Considerations process will apply.
- In the case of Externally Set Tasks, if a student is absent but returns to school within the period when the ESTs are scheduled, they are expected to complete the task under test conditions. However, as for all school-based assessments, the school will apply this Assessment Policy in the event that the student does not sit the EST, and the student will beadvised of the outcome of this action.