

Senior School Assessment Policy (Years 11–12)

This policy is to be read in conjunction with the School Curriculum and Standards Authority (SCSA) WACE Manual. Where inconsistencies arise between this document and SCSA requirements, the WACE Manual and associated Authority policies take precedence.

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1. Purpose, Authority and Scope

- 1.1 This Senior School Assessment Policy sets out the mandatory requirements governing the design, delivery, authentication, submission, review, reporting, storage and audit of all assessments conducted in Years 11 and 12. The policy ensures that all assessment practices comply with the School Curriculum and Standards Authority (SCSA) requirements as prescribed in the WACE Manual 2025.
- 1.2 This policy applies to all students enrolled in ATAR, General, Foundation, Preliminary, VET courses, and endorsed programs; to all teachers who design, deliver or mark senior school assessments; and to all staff with leadership responsibility for monitoring assessment integrity and reporting.
- 1.3 In the event of any inconsistency between this policy and SCSA documentation (including the WACE Manual, course syllabuses, OLNA and examination policies), the SCSA requirements take precedence. The school must, where required, revise this policy and associated procedures to maintain compliance.

2. Principles of Assessment

- 2.1 All assessment must reflect the Principles of Assessment as endorsed by SCSA. These principles require that assessment is:
- Valid – assessment tasks must be clearly aligned to the current syllabus content and the stated knowledge, skills and understandings for the course.
 - Reliable – assessment tasks and marking processes must produce consistent and accurate information across different classes, teachers and time periods.
 - Fair – assessment must be inclusive and non-discriminatory, taking into account student diversity, including disability, language background, culture and socio-economic context. Conditions should not advantage or disadvantage any group of students.
 - Educative – assessment must contribute to learning by providing timely feedback and guiding future teaching and learning.
 - Integrated – assessment must be planned and embedded within the teaching–learning program rather than being an isolated activity.
 - Informative – assessment must support clear and accurate reporting to students, parents/guardians and external agencies.
 - Evidence-based – grades and marks must be based on documented evidence of student performance on the set of assessment tasks.
- 2.2 Teachers, Heads of Learning Area and school leaders share responsibility for ensuring that assessment programs and practices in all senior school courses consistently reflect these principles.

3. Student Responsibilities

- 3.1 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.
- 3.2 Students must maintain an assessment file for each pair of units studied, containing all completed written assessment tasks, and make this file available whenever required by the School (see Section 9).
- 3.3 3.3 Students must maintain a good record of attendance, conduct and progress. A student who is absent from class for five lessons or more per term is deemed to be at risk of not achieving their best possible result.
- 3.4 Students must initiate contact with teachers regarding any absence from class, missed in-class assessment tasks, requests for extensions, or any other matters relating to assessment.

4. Teacher Responsibilities

- 4.1 Teachers must develop and deliver a teaching and learning program that meets the requirements of the current Authority syllabus for the pair of units.
- 4.2 Teachers must provide students with access to a Course Outline, Assessment Outline, the syllabus and the senior school's assessment policy. This information will be provided electronically (via Compass) and by hard copy by request.
- 4.3 Teachers must ensure that all assessment tasks are fair, valid and reliable.
- 4.4 Teachers must provide timely assessment feedback and guidance to assist students in improving future performance.
- 4.5 Teachers must maintain accurate records of student achievement.
- 4.6 Teachers must meet School and external deadlines relating to assessment and reporting.
- 4.7 Teachers must inform students and parents of academic progress where appropriate.
- 4.8 Teachers are required to mark and return student assessment tasks within 10 working days of submission. This timeframe ensures feedback is timely, meaningful, and supports ongoing student learning and improvement.
- 4.9 Once assessment results are finalised and released, teachers are required to email the Task Mark Report to both students and parents through Reporting to Parents (RTP) as part of the school's formal communication and reporting processes.

5. Mandatory Course Documentation

- 5.1 For each senior secondary course, the following documentation must be developed, approved and provided to students before teaching commences:
 - the school's Senior School Assessment Policy;
 - the current SCSA syllabus for the course;
 - a Course Outline that sequences teaching and learning for the year; and
 - an Assessment Outline that sets out all school-based assessment tasks for the pair of units (or single Year 11 unit where applicable).
- 5.2 Documentation may be provided electronically or in hard copy, but all students must have continuous and equitable access to it for the duration of the course.
- 5.3 Teachers are responsible for ensuring that the versions of the syllabus, Course Outline and Assessment Outline used are current and aligned with the most recent SCSA materials and 7–12 Circulars.

6. Course Outlines

- 6.1 The Course Outline must:
 - identify the sequence in which syllabus content will be taught;
 - indicate the approximate number of weeks allocated to each topic or content area;
 - show how learning is distributed across terms; and
 - align content timing with scheduled assessment tasks.

6.2 Course Outlines must be tailored to the school context and cohort and should not be a simple reproduction of SCSA sample outlines. Teachers must adapt the outline to accommodate the needs, prior achievement levels and pathways of their students.

6.3 Any substantial change to a Course Outline that affects the learning sequence or coverage of syllabus content must be approved by the relevant line manager and, where it impacts assessment, must be reflected in an updated Assessment Outline.

7. Assessment Outlines

7.1 An Assessment Outline must be developed for each pair of units (or single Year 11 unit as required). The Assessment Outline must include:

- the number of assessment tasks;
- a brief description of each task;
- the assessment type, as set out in the syllabus (for example, test, investigation, practical, extended response);
- the weighting for each task;
- the weighting of each assessment type, consistent with the assessment table in the syllabus;
- the syllabus content on which each task is based; and
- the approximate timing (week or date) and conditions under which each task will be administered.

7.2 The set of tasks must provide a representative sampling of syllabus content and must collectively enable teachers to make a valid and reliable judgement of each student's overall achievement.

7.3 Assessment task weightings must comply with the syllabus assessment table. Teachers must not independently alter assessment type weightings prescribed by SCSA.

7.4 Where changes to the Assessment Outline become necessary (for example, due to school closure, timetable changes or cohort needs), an amended version must be approved by the relevant leader and communicated to students in writing as soon as practicable.

8. Assessment Tasks

8.1 Teachers must design assessment tasks that:

- assess content that has been explicitly taught;
- reflect the full range of cognitive demands as described in the course;
- enable discrimination between different levels of performance; and
- are manageable for students and staff and do not create unreasonable workload or stress.

8.2 Assessment tasks may include, but are not limited to, tests, examinations, investigations, research projects, performances, practical tasks, portfolios, multimodal presentations and written extended responses.

8.3 In addition to school-based tasks, the school must administer external assessments in accordance with SCSA requirements, including:

- Externally Set Tasks (ESTs) for General and Foundation courses in Year 12;
 - the Common Oral Assessment Task (COAT) for EAL/D ATAR;
 - the School-based Practical External Assessment (SPEA) for Physical Education Studies ATAR;
- and
- ATAR course examinations (written and, where applicable, practical) in Year 12.

Teachers must use clear marking keys that align with the syllabus and the assessment type description and must provide students with these marking keys or criteria prior to or at the time of the task.

8.3.1 In addition to school-based assessment tasks, the school must administer all external assessments strictly in accordance with School Curriculum and Standards Authority (SCSA) requirements, timelines, and published procedures.

8.3.2 The following external assessments must be administered as required:

- Externally Set Tasks (ESTs) for all Year 12 General and Foundation courses;
- The Common Oral Assessment Task (COAT) for EAL/D ATAR courses;
- The School-based Practical External Assessment (SPEA) for Physical Education Studies ATAR; and
- ATAR course examinations (written and, where applicable, practical) for Year 12 students.

8.3.3 Teachers responsible for external assessments must:

- Familiarise themselves with the relevant syllabus, assessment type descriptions, and SCSA instructions;
- Adhere strictly to prescribed assessment conditions, timing, authentication requirements, and administration protocols; and
- Follow all school-based procedures relating to supervision, storage, security, and submission of assessment materials.

8.3.4 Teachers must use marking keys and/or assessment criteria that:

- Align directly with the syllabus content and assessment type descriptions;
- Reflect the performance standards and weighting prescribed by SCSA; and
- Accurately differentiate levels of student achievement.

8.3.5 Assessment criteria must be provided to students prior to the assessment task. This requirement applies to both school-based and externally mandated assessment tasks, unless explicitly prohibited by SCSA guidelines.

8.3.6 Teachers must ensure that assessment information provided to students is consistent, accurate, and does not compromise the integrity or security of the external assessment.

8.3.7 All external assessment materials, including task information, marking keys, student responses, and submission documentation, must be handled and stored securely in accordance with school procedures and SCSA requirements.

8.3.8 Any deviation from SCSA requirements, irregularity during administration, or suspected breach of assessment conditions must be reported immediately to the Head of Learning Area and the relevant member of the School Leadership Team for appropriate action.

9. Submission and Completion of Assessment

9.1 Due dates for assessment tasks must be published in the Assessment Outline and communicated clearly to students. Teachers may also provide reminders through class notices or approved digital platforms.

9.2 Students are required to complete all assessment tasks by the published due dates in order to demonstrate their achievement and to enable the teacher to assign a valid course mark and grade.

9.3 Where a student fails to submit an assessment task by the due date and does not provide valid evidence for the delay:

- a preliminary mark of zero will be recorded for that task; and
- the student will still be required to complete the task so that feedback on learning can be provided and evidence of achievement can be collected.

If the task is not subsequently submitted, the mark of zero will stand.

- 9.4 Valid evidence for late or non-submission may include a medical certificate, documented injury or illness, significant personal circumstances, or other evidence approved by the Head of Learning Area or Deputy Principal.
- 9.5 Students who are absent from a scheduled school examination must provide a medical certificate or other appropriate documentation. Where no valid evidence is provided, a mark of zero will be awarded for the examination.
- 9.6 In all cases, decisions regarding extensions, alternative tasks, rescheduled assessments or re-weighting must be documented and applied consistently across the cohort.
- 9.7 Resubmission and Resitting of Assessment Tasks
- 9.7.1 Resubmission or resitting of assessment tasks is not automatic and will only be considered in limited circumstances.
- 9.7.2 Resubmission or resitting of assessment tasks is not permitted in ATAR courses, due to the requirement to maintain assessment integrity, comparability and equity across cohorts in accordance with SCSA requirements.
- 9.7.3 For non-ATAR courses, a resit or resubmission may be permitted where the student can demonstrate:
- genuine effort to address gaps in learning, evidenced through revision notes, practice questions, draft work or other teacher-approved materials; and
 - a reasonable likelihood that further preparation will result in improved performance.
- 9.7.4 Any approved resit or resubmission:
- must be approved by the classroom teacher in consultation with the Head of Learning Area;
 - may occur under supervised conditions and within a specified timeframe;
 - will be capped at a maximum of 50% of the available marks for the task to ensure fairness and consistency across the cohort; and
 - must be documented in accordance with school and SCSA requirements.
- 9.7.5 Resits and resubmissions are designed to support learning and accountability and must not compromise the validity, reliability or fairness of the assessment program.

10. Catastrophic Events Affecting Assessment

- 10.1.1 A catastrophic event is defined as an unforeseen and significant event beyond the control of the student or the school that substantially disrupts the completion or administration of assessment. This may include, but is not limited to, serious illness or injury, death of an immediate family member, natural disaster, critical incident, or major system failure.
- 10.1.2 Where a catastrophic event impacts an individual student's ability to complete assessment requirements, the school will apply special consideration in accordance with SCSA guidelines. This may include extensions, alternative assessment arrangements, or the use of an estimated mark where permitted.
- 10.1.3 Where a catastrophic event impacts a cohort, class, or the school's ability to administer an assessment, the school leadership team will determine appropriate adjustments to assessment timing, conditions, or weighting, in consultation with SCSA where required.
- 10.1.4 All decisions relating to catastrophic events must be:
- Evidence-based and appropriately documented;

- Approved by the relevant member of the School Leadership Team; and
- Applied consistently and equitably.

10.1.5 Parents/carers and students will be informed as soon as practicable of any changes to assessment arrangements resulting from a catastrophic event.

10.1.6 Records of decisions and actions taken in response to a catastrophic event will be retained to support moderation, reporting, and compliance requirements.

11. Modifying the Assessment Program

11.1 Where assessment delivery is significantly affected by events such as natural disasters, building or system failures, industrial action, health directions, or prolonged staff absence, the school may modify the assessment program.

11.2 Modifications may include:

rescheduling tasks;

- replacing a task with an alternative task assessing the same content and type; or
- adjusting the weighting of remaining tasks.

11.3 Any modification must ensure that:

- the assessment program remains consistent with SCSA requirements; and
- students have fair and reasonable opportunities to demonstrate their achievement.

11.4 Students must be advised in writing of any changes that affect them, and updated Assessment Outlines must be made available.

12. Authentication of Student Work

12.1 Students must submit only their own original work for assessment. Any use of other people's ideas or work, including that generated by digital, online or artificial intelligence tools, must be appropriately acknowledged in accordance with school referencing guidelines.

12.2 Academic misconduct includes, but is not limited to:

plagiarism (using another's work or ideas without acknowledgement);

- collusion (unauthorised collaboration with others);
- cheating during in-class tasks or examinations;
- fabrication or falsification of data, results or evidence;
- unauthorised use of notes, devices or materials during an assessment; and
- submission of work predominantly produced by artificial intelligence applications without acknowledgement or contrary to task instructions.

12.3 To support authentication, teachers may require students to:

- submit drafts, plans or logbooks;
- complete parts of the task under supervised conditions;
- participate in short oral checks or interviews about their work; or
- provide research notes and source lists.

12.4 Where there is evidence or reasonable suspicion that a task or part of a task is not the student's own work, the teacher must investigate, document the evidence and provide the student with an opportunity to respond.

12.5 If academic misconduct is confirmed, the school may:

- allocate a mark of zero for the affected section or task;
- require the student to complete an alternative task under supervised conditions; and/or
- apply consequences in line with the school's behaviour and academic integrity policies.

13. Special Provisions for Students with Disability

13.1 Students who have a disability recognised under the Disability Discrimination Act 1992, and who meet SCSA criteria, may be provided with special provisions to support equitable access to teaching, learning and assessment.

13.2 Special provisions may include adjustments such as extra working time, rest breaks, separate supervision, access to assistive technology, modified presentation of tasks, or alternative formats.

13.3 Adjustments must:

- be based on documented evidence of disability and functional impact;
- be approved through the school's special provisions process;
- not compromise the integrity, objectives or standards of the course; and
- be consistent with SCSA policies regarding school-based assessment and external examinations.

13.4 Records of approved adjustments and their implementation must be maintained for audit and review.

14. Transfer Students (Between Schools, Courses and/or Units)

14.1 Where a student transfers into the school, into a course, or between courses and/or units after teaching and assessment have commenced, the school must:

- collect and review evidence of the student's prior learning, achievement, and assessment history, including reports, grades, marks, work samples, and any available moderation information from the previous school or course;
- determine, through professional judgement, which assessment tasks or components can reasonably and fairly be completed, modified, or substituted;
- ensure that assessment opportunities allow the student to demonstrate achievement across a representative sample of syllabus content, knowledge, and skills relevant to the course or unit;
- develop an adjusted assessment schedule, where required, that is achievable within the remaining teaching time and maintains the integrity of the course assessment requirements.

13.2 Where a student transfers between courses or units within the school, teachers must:

- consider the alignment of syllabus content, assessment types, and weighting between the original and new course or unit;
- recognise valid assessment evidence already completed where appropriate and consistent with syllabus requirements;
- provide alternative or supplementary assessment opportunities only where necessary to support a fair and accurate judgement of achievement.

13.3 Where a student transfers between schools, the school must:

- seek and consider relevant assessment information from the previous school, including marks, grades, and assessment outlines where available;
- use professional judgement, in line with SCSA requirements, to determine how prior evidence contributes to the final grade or mark;
- ensure that any additional assessment is reasonable and does not disadvantage the student.

13.4 If a transfer occurs late in the course or school year, and it is not feasible to gather sufficient evidence to make a fair and valid judgement of achievement, the school may, in accordance with SCSA policies and procedures, determine that no grade or mark can be awarded for that course or unit.

13.5 All decisions relating to the assessment and grading of transfer students must:

- be clearly documented, including rationale, evidence considered, and any adjusted assessment arrangements;

- be communicated to parents/carers and students, where appropriate, to ensure transparency and shared understanding.

15. School Mark, Rank and Grade Determination

- 15.1 For each ATAR, General and Foundation course, a school mark and grade must be determined in accordance with SCSA procedures.
- 15.2 The school mark is calculated as the weighted total of the assessment task scores, using the weightings specified in the Assessment Outline. The final mark is expressed as a percentage out of 100 for the pair of units (or single Year 11 unit, where applicable).
- 15.3 Teachers must use the SCSA grade descriptions, along with their professional judgement and evidence from the full set of tasks, to assign each student a grade (A–E).
- 15.4 Heads of Learning Area must oversee processes to:
- check the accuracy of mark calculations;
 - ensure consistency of grading across classes;
 - establish a rank order of students based on school marks; and
 - prepare materials for moderation and grading reviews as required by SCSA.
- 15.5 The school acknowledges that SCSA may review and, where necessary, not accept grades or marks where assessment requirements have not been met.

16. School Examinations

- 16.1 School examinations form a compulsory component of the assessment program for all ATAR courses. Examination weightings, including the proportion of the final school mark allocated to examinations, are specified in the Assessment Outline for each course and reflect SCSA requirements.
- 16.2 A written examination will be held in all ATAR courses at the end of Semester 1 and Semester 2.
- 16.3 A practical, performance or oral examination will also be held for courses where the ATAR examination includes a practical, performance or oral component. School examinations must reflect the current syllabus, examination design brief and the WACE Manual.
- 16.4 The examination timetable will be issued to students three (3) weeks prior to the start of the examination period.
- 16.5 Examination rules, permitted materials and examination conditions will be published on the school's Connect and Compass and must be followed by all students.
- 16.6 If an examination contains an error, includes content outside the syllabus, or is compromised due to a breach of security, the School will implement one or more of the following actions:
- remove the affected question(s) from the marking process
 - set a new examination where a breach of security affects the whole cohort
 - apply penalties, including a mark of zero, to any student responsible for a breach of security affecting only themselves
- 16.7 Where health issues or personal circumstances prevent a student from sitting an examination, the School will determine whether the reason is acceptable in accordance with Section 15 (Extensions, Absences and Special Considerations). An acceptable reason is a medical certificate.
- 16.8 If the reason is not acceptable, the student will receive a mark of zero for the missed examination.
- 16.9 If the reason is acceptable, the School will provide an alternative sitting date where possible. If an alternative sitting is not possible, a predicted examination score will be allocated.
- 16.10 A predicted examination score will be determined using:
- the student's performance in other assessments relative to the cohort, and
 - the cohort's performance in the examination.

16.11 Examinations are compulsory for all ATAR students. Failure to attend without acceptable evidence may impact eligibility for successful completion of the course, calculation of the school mark or the awarding of a school grade.

17. Reporting Student Achievement

17.1 The school must report student achievement to parents/guardians in a manner that complies with SCSA requirements and school reporting timelines.

17.2 Reports will normally include:

- an overall grade (A–E) for each course;
- the school mark or band, where appropriate;
- a comment that reflects the student’s achievement and progress;
- information about attitude, behaviour and engagement where applicable; and
- information about VET and endorsed program achievement.

17.3 Interim reports or progress checks may be issued during the year to provide additional feedback.

17.4 Teachers must ensure that reported results are consistent with the evidence collected through the school’s assessment program.

18. Retention of Records and Access for Audit

18.1 Teachers and faculties must retain:

- copies of Course Outlines and Assessment Outlines;
- student assessment records and mark books;
- a representative sample of marked student work for each assessment type and grade level, as required for moderation; and
- documentation of any special provisions, extensions, alternative tasks, resits, or decisions arising from academic misconduct or assessment reviews and appeals.

18.2 Records must be stored securely for the period specified by SCSA requirements, Department of Education Records Management Policy and Procedures, and school policy, and must be available for documentation review, grading review, consensus moderation and any other Authority-initiated audit processes.

18.3 Armadale Senior High School is responsible for retaining copies of student marked written and non-written assessment tasks. These materials are required by teachers when assigning grades and may be required for moderation, review and audit purposes.

18.4 To support students in Years 11 and 12, teachers will establish and maintain an assessment file for each student in each course. This file will contain copies of all marked written assessment tasks completed by the student.

18.5 Assessment files and associated materials will be retained by the school until student marks and grades have been finalised and accepted by the School Curriculum and Standards Authority (SCSA).

Following this time, students may collect their assessment materials.

18.6 Any assessment materials not collected by the end of the school year will be securely disposed of by the school in accordance with approved retention and disposal schedules and Department of Education Records Management Procedures.

18.7 Armadale Senior High School will not use student assessment materials for any purpose other than assessment, moderation, review or audit, nor store them outside approved school recordkeeping systems, without the written permission of the student.

19. Assessment Review and Appeals

19.1 Students have the right to request a review of an assessment decision if they believe that:

- the marking of their work is inconsistent with the marking key; or
- there has been a procedural error or failure to follow the Assessment Outline or policy.

19.2 The review process will normally involve:

- the student discussing the concern with the classroom teacher;
- review of the task, marking key and recorded mark; and
- referral to the Head of Learning Area or designated leader if the matter is not resolved.

19.3 Where a student remains dissatisfied after the school review, and the concern relates to the allocation of a course grade, they may access any further avenues available under SCSA non-approval of grades or appeal processes, as applicable.

19.4 All review and appeal decisions must be documented.

20. WACE Requirements

20.1 Students are responsible for ensuring that their pattern of study and achievement meets the requirements to achieve the Western Australian Certificate of Education (WACE). These include:

- meeting the minimum literacy and numeracy standards (via OLN or qualifying NAPLAN results);
- completion of a minimum of 20 units or the equivalent;
- meeting breadth and depth requirements, including completion of List A and List B course units and English course requirements; and
- meeting achievement standards, including minimum numbers of C grades or equivalents in Years 11 and 12 units.

20.2 Students and parents/guardians will be provided with information and counselling regarding WACE requirements, but final responsibility for course selection and ongoing progress rests with the student in consultation with the school.

21. Curtin UniReady Program

21.1 Students enrolled in Curtin UniReady must meet all Curtin University academic requirements, including completing all modules and assessments, submitting work through Curtin-approved systems, and upholding Curtin's Academic Integrity Policy. Extensions and assessment decisions are managed solely through Curtin University processes.

21.2 Curtin UniReady contributes to WACE as an endorsed program. Students must provide valid evidence for any absence from Curtin UniReady assessments, and failure to complete required tasks may result in a fail grade or withdrawal from the program.

21.3 Students undertaking Curtin UniReady must also be enrolled in at least one ATAR course in Year 12 and sit the end-of-year ATAR examination to ensure Curtin UniReady can be counted towards WACE eligibility.

22. Compliance and Accountability

22.1 All staff involved in senior school assessment must comply with this policy and with SCSA requirements. Non-compliance may place student results and school-level credibility at risk.

22.2 This policy will be reviewed regularly, and at least when significant changes are made to SCSA requirements, to ensure ongoing alignment with the WACE Manual and other Authority documentation.