

# Whitsunday ANGLICAN SCHOOL

**DOCUMENT TYPE:** POLICY SUPPORT DOCUMENT  
**DOCUMENT NAME:** ASSESSMENT - MIDDLE AND SENIOR SCHOOL  
**DOCUMENT NUMBER:** PSD-003  
**IMPLEMENTATION DATE:** 2016  
**REVIEW DATE:** 2018

Assessment within the School will be conducted with the intent that all assessment will be authentic and reliable. Assessment activities will be created by cooperative teamwork, (where there is more than one specialist teacher), of the responsible teachers working with the Heads of Faculty (Years 7 to 12) and the Head of Middle School (Years 5 and 6). The Heads of sub-Schools will have oversight of the curriculum in their sub-schools.

The Head of Curriculum will have oversight of all curriculum in the School.

Parents/guardians of students will have access to the assessment requirements. There will be a process for the redress of grievance. Assessment outcomes will be reported as part of the assessment cycle.

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## A NOTE ON TERMINOLOGY

Throughout this document, the word 'ASSESSMENT' (capitalised) is distinguished from the more general 'assessment'. The 'Assessment Program', comprising a number of 'Assessment Tasks', is a formal set of procedures, overseen by the respective Head of Faculty and/or Head of sub-School, designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Program, but which help the teacher to make an assessment of their learning. Effective learning requires that students undertake all tasks set by their teachers; Assessment Tasks nevertheless have a particular significance.

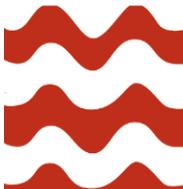
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## 1.0 ASSESSMENT

### 1.1 *Definition of Assessment*

The Queensland Curriculum Assessment Authority (QCAA) defines assessment as ‘the process of identifying, gathering and interpreting information about students’ learning’.

### 1.2 *Purpose of Assessment*

Assessment is a vital part of the School’s teaching and learning program as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

All key learning area syllabuses published by the QCAA and by the Australian Curriculum, for Years Prep - 12 specify required Learning Outcomes.

The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. Assessment:

- enables students to assess their learning.
- provides information which can be used to correct deficiencies in learning.
- enables teachers and students to modify teaching/learning programs to suit the needs of students
- provides students and parents with information concerning students’ achievements and potential.
- assists students and parents in determining future education and employment pathways.
- indicates, for other schools and employers, the suitability and readiness of students to undertake further education and/or employment.

### 1.3 *Types of Assessment*

In discussing assessment programs, it is useful to make a number of distinctions. First, assessments can be made under a variety of conditions, which for the sake of convenience, are grouped under the two headings: formal and informal.

Formal assessment includes (among other things) all written tests, examinations, practical performances, projects and assignments, in which students are conscious that what they produce is to be assessed. Typically, all students are given the same (or equivalent) tasks, which are completed under clearly understood conditions. There may also be constraints as to the format, layout, length of the product, and time allowed.

Informal assessment on the other hand is based on classroom questions, contributions in class, observations of student practices in the classroom, homework completed, and what the student does during lessons. From these, the teacher builds up a composite picture of what the student is achieving, through data gathered informally.

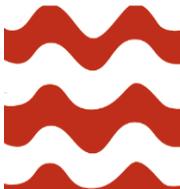
The second distinction for **Years 11 and 12 students** is between formative and summative assessment, and relates to the purposes rather than the conditions of assessment. Formative assessment is primarily intended for, and instrumental in, helping a student towards a higher level of achievement than that attained previously. It is specifically geared towards improvement, and the information is used both by the teacher (clarifying and revising work), and by the student (deciding to study weaker areas).`



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By contrast, summative assessment is designed to indicate the achievement status or performance level of the student at the end of a course. Although data may be gathered throughout a course, summative assessment is geared not only towards diagnosis and remediation, but towards reporting, especially for purposes of certification. Formative assessment may become summative if a student exits a course early.

In Years 11 and 12, assessment takes on the special significance of contributing to the award of important public credentials such as the Queensland Certificate of Education (QCE) and contributing towards the calculation of an Overall Position (OP).

## 1.4 Assessment Modes

Assessment is the acquiring of information on the standard achieved by the student on the criteria stated in the work program and the syllabus. This operates, firstly, on the level of the individual task, and secondly by a cumulative process, on a global level across a course of study.

### Internal Assessment

- Continuous assignments, projects, orals, subject tests held during normal class lessons.
- Assessment Block (Years 11 and 12) when assessment is held in all subjects during a timetabled assessment period.

### External Assessment

Middle School, ICAS testing in English, Mathematics and Science (all Opt Out – parents and/or the Head of Learning Enrichment may choose to exempt a student from participation) and PAT testing and Years 5 and 7 National Literacy and Numeracy testing (NAPLAN)

Senior School - Year 9 National Literacy and Numeracy testing (NAPLAN), Years 9 to 12 ICAS testing in English, Mathematics and Science (all Opt Out), Years 9 to 12 RACI Chemistry quiz (Opt Out), UQ Economics Competition (Opt OUT) and PAT testing in Year 9.

Senior School Year 12 students who opt for the Overall Position pathway will undertake the Queensland Core Skills Tests (QCST) in Term 3, and must complete all QCS practice trials.

ICAS testing encourages students to become independent learners and to tackle unfamiliar content with an open mind. From Years 5 to 12, ICAS testing will operate on an 'opt-out' premise with a letter being sent to parents in February, asking that parents identify students that will opt out by contacting the relevant sub-School secretary. The Head of Learning Enrichment may also identify students who would not benefit from participation in ICAS testing.

PAT testing is for diagnostic use by teachers and support staff.

The Years 5, 7 and 9 National Literacy and Numeracy tests contain data used to determine students' attainment of National Benchmark and provide data to inform the schools of their assessment practices.

The RACI Chemistry quiz and the UQ Economics Competition provide an additional opportunity for students in those subjects to be exposed to unfamiliar questions.

The QCAA uses the QCST to collect data to determine the scaling factors for each school and subject to calculate the OP of all Year 12 students in Queensland for Tertiary Entrance. These tests are based on the Common Curriculum Elements as set out in the learning outcomes of the syllabus documents.

## 1.5 Assessment Criteria

All criteria to be used will be made available to the students at the time of, or prior to, the assessment taking place.

Language education requirements stated in the syllabus/work program will be adhered to.

## 1.6 Assessment for Public Credentials

### 1.6.1 Queensland Certificate of Education

The QCAA requires that, the students complete 4 semesters in at least 3 subjects and complete 20 semesters across 2 or 3 years of Senior Studies. Students who are seeking a Tertiary Entrance Statement (OP) would need to sit for the Queensland Core Skills Tests conducted in the last week of August or first week of September each year for all Year 12 students in Queensland. For students who opt for a Tertiary Selection Rank, taking the QCST is optional, but would improve their overall ranking if the test results were good. Only subjects with Sound Achievement or better are credited to the QCE.

The Levels of Achievements awarded to Year 12 students in all Authority subjects are submitted to the QCAA for moderation and verification. The Authority-registered subjects are also audited regularly to ensure comparable standards across the State. The moderated Assessment mark then comprises the EXIT levels of achievements registered on the QCAA- issued Queensland Certificate of Education in December, for each graduate.

Thus, in every Assessment Task in Year 12 students are working directly towards their Queensland Certificate of Education result and, in most cases, the attainment of an Overall Position.

Following the release of Overall Positions in December, students will receive:

- A Senior Statement: records the Levels of Achievement (Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement) for each subject student undertaken during their Senior Studies and the student's individual Queensland Core Skills Tests grade (A to E). Students' achievements in externally administrated Arts assessments, Life Saving, Duke of Edinburgh or other advanced level courses issued by any recognised association or tertiary institution are also recorded on their Senior Statements by the external provider.
- A Queensland Certificate of Education: awarded for each student who meets the minimum literacy and numeracy requirements and 20 credits.
- a Tertiary Entrance Statement identifying the fields (A, B, C, D, E) with scores from 1 (best) to 10 (lowest) and an Overall Position from 1 (best) to 25 (lowest).

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## 2.0 ASSIGNMENT DRAFTING

### 2.1 Definition of Drafting

Drafting is a process through which students develop good understanding and skills for good academic writing in a certain type of assessment, known as assignments. Drafting is also used to verify the authenticity of students' work. In some subject, progress checks and not a whole draft, are used to validate authenticity.

## 2.2 Number of Drafts

In order to assist the students to develop independent academic skills as students and life-long learners, the QCAA requires that the students demonstrate increasing independence and sophistication in managing and organising their assignment tasks.

Drafting in Years 5 and 6 is a collaborative process between the teacher and student and will occur in class time.

Students in Years 7 to 12 will be provided with the opportunity to submit a draft in accordance with **faculty-specific drafting conditions**, based on individual assessment instruments.

Faculty of Science Drafting Conditions  
Faculty of Mathematics Drafting Conditions  
Faculty of English Drafting Conditions  
Faculty of Arts Drafting Conditions

### *Drafting Principles*

Ongoing instructions on the assignment task are provided during lessons to ensure that the students fully comprehend the requirements of the assignment tasks as well as developing competent skills in completing the set tasks. One-on-one conferencing sessions between students and teachers are conducted regularly in class in accordance to the conditions set out in the assignment tasks. It is important to note that, the School seeks to provide fair and equitable conditions, at all times, for the same assignment task for all students in the cohort and subject.

## 2.3 Drafting Process

Students are expected to develop self-editing skills by proofreading their work carefully. The teacher's responsibility in the drafting process is to provide advice for improvement, not marking the draft; hence, no indication of marks is awarded to the draft. The submission of a draft plan contributes to the authentication of the ownership of student work.

In Years 7 to 12, teachers will allocate a 'draft in' time that will be synchronised across all classes if there is more than one class in that subject. On the date the draft or progress check is due, drafts are due in by 3.30 pm. Teachers may choose to mark the draft electronically or on hard copy. Drafts handed in after the due date will not be marked, unless the subject teacher decides that there are extenuating circumstances.

### *Return of Drafts*

If there is more than one teacher across a subject, all teachers must agree on a final date on which all drafts are returned, to ensure equity across all classes.

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## 3.0 THE ASSESSMENT PROGRAM

### 3.1 Introduction

In the Middle and Senior Schools, assessment is part of the public credential process. Strict policies and processes are laid down by the QCAA and the School must comply with these, both to maintain the integrity of the assessment process and to serve the best interests of Whitsunday Anglican School students.

### 3.2 Exam Rules for Students from Years 7 to 12

1. Normal School rules apply to all students during an exam period. Any variation will be given in writing.
2. No bags are to be taken into testing rooms. No material, other than the stated equipment, is to be brought into the test rooms. Mobile phones and electrical equipment etc. are forbidden.
3. Dual language paper dictionaries may be brought into all tests for students in Years 7 to 11. In Year 12, no such dictionaries are allowed.
5. The memory of Graphics/programmable calculators will be cleared as the students enter the test room.
6. There is to be no borrowing of equipment during tests.
7. Cheating is totally unacceptable (see section on Cheating).
8. Students must not speak, other than to a supervisor, once they have entered a test room, nor may they leave their seats.
9. No verbal or non-verbal communication, nor passing of notes is allowed between students.
10. No one may leave the room until time is up for all candidates (except for students with special provisions, such as extra time) and all papers have been collected. A student who is too ill to continue in a test should be directed immediately to the Health and Wellness Centre. Students should avoid having to use the bathroom by being prepared. If a student needs to use the bathroom, their name will be recorded by the subject teacher.
11. No student is permitted to remove any papers from the test room.
12. In Years 11 and 12, if absent for an exam, it is the student's responsibility to obtain the *Exam Changes Form* from the Senior School Office, and follow the procedure outlined in the form. (See Appendix A)
13. No student may complete an exam, prior to the set date, unless under exceptional circumstances, approved the respective Head of Faculty and Head of Curriculum.

In Years 7 -10 it is the student or parent's responsibility to inform the teacher of their absence. The teacher will arrange for the exam to be given to the Administration Office manager and the student will complete the exam at the next available time.

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For Assessment Block, a parent must phone the Senior School Office (4969 2032) or Middle School Office (4969 2061) if their daughter or son is absent for a test.

14. No additional time will be granted for an exam unless an acceptable reason is provided, eg. a late bus.
15. Students eligible for 'Special Consideration' will be made through the Learning Enrichment Centre and only students identified as ESL or with an IAP or IEP will be given 'Special Consideration' such as extra time.

#### **NOTE:**

- ***No Year 11 or 12 exam papers, including solutions/responses, are to leave the School.***
- ***All assessment instruments remain the property of the School.***

### **3.3 Content of Assignments**

The material must be the students' own work. Failure to observe the following rules will result in severe penalty or outright failure.

1. The material must not be another person's work, whether this constitutes the whole or only part of the submitted work. Work of dubious authorship will be investigated at the discretion of the Head of Faculty.
2. If students are allowed to work together in preparing an assignment, unless otherwise indicated in the conditions, the final product must still be the individual's own work.
3. Words, significant or key ideas, passages, data or illustrations taken from another source must be acknowledged according to the referencing and bibliographical conventions as preferred by the Head of Faculty of that subject.

### **3.4 Plagiarism**

Plagiarism includes unintentional copying without acknowledgement, as well as deliberate copying of the work of others, not only of outside sources but of peers or other members of a group. Students should be made aware that the following actions are acts of plagiarism:

1. If paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly and are not enclosed in quotation marks and are not appropriately cited.
2. If direct quotations are not used but are paraphrased or summarised, and the source of the material is not acknowledged within the text.
3. If an idea which appears elsewhere is used or developed without reference being made to the source of that idea.

Students should take care to acknowledge their sources and be aware that plagiarism is a form of cheating. (see CHEATING)

From Years 7 to 12 all assignments, where applicable, should be submitted to Turnitin, at the draft level or at final submission or both.

## **3.5 Cheating**

1. All evidence of cheating will be collected immediately and the time and nature recorded.
2. The student will then be allowed to complete the set task.
3. At the end of the test, the student is to be taken to the Head of Faculty by the supervising teacher.
4. The Head of Faculty (Years 7 to 12) will investigate the problem and, if necessary, the student will be brought to the Head of Middle or Senior School for an immediate interview. The Head of Curriculum will have the final authority on any ruling.

Each case of plagiarism or cheating will be considered depending on the particular details, but in general:

- a. the plagiarised/cheated content will not be marked (in accordance with QCAA guidelines) and the following opportunities may be provided:
  - an opportunity for the student to demonstrate that the submitted response is authentically the student's own work
  - an additional task/items to gather sufficient evidence of the student's knowledge and skills
  - making a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work
- b. the subsequent mark will be carried through into the calculation of the Semester level of achievement and student report.
- c. Parents will be immediately informed.
- d. The student may be ineligible for academic awards.

## **3.6 Absence from any scheduled assessment**

1. In Years 11 and 12, a medical certificate should be given to the Senior School Office and a copy should be supplied to the Head of Faculty to cover absence due to illness.
2. Other circumstances necessitating absence from the scheduled assessment should be explained in a letter from the parent/guardian and brought to the Head of Faculty on return to school. The Head of Faculty, in consultation with the Head of sub-School and the Head of Curriculum, reserves the right to evaluate all such applications for special consideration.
3. Parents should not condone student absences (other than illness or emergency) just prior to any assessment period.
4. While the School adheres firmly to the principle that all students will complete all required assessment, the practicality and validity of delayed assessment will be closely monitored by the Head of Faculty and the Heads of School in consultation with the Head of Curriculum. The issue of fairness to all students will be an important guiding principle in such monitoring and the Heads of Curriculum's decision will be final.

## 3.7 Submission of Assessments (Oral and Written)

### 3.7.1 Years 7 and 8

1. Heads of Faculty nominate the date an assignment is due (listed on the assessment schedule in WebBook and Outlook Calendar). Students must submit their assignments to their teachers when it is due. In order to ensure fairness and timeliness the following strategies are in place:

- a. Deadlines for handing in assignments are published in the assessment schedule available at the beginning of each semester and are on the assignment task.
- b. Some class time will be given for work on assignments as specified in the task sheets.
- c. Progressive monitoring of student assignment work will occur.

2. Application for extension of due date due to genuine reason/hardship (eg. medical, bereavement, prolonged illness, family circumstances, school-sanctioned academic or sporting commitment, etc) should be completed prior to the submission of an assignment.

3. Computer/printer breakdown is not a reason for failure to hand in an assignment by the due date. Students must submit their assignment to their subject teacher at any time before the due date but no later than 3.30 pm on the day it is due. If a teacher is absent, the student must hand their assignment into the sub-School Office or Front Office, where the relevant secretary will receive the assignment, record the time handed in and place the assignment in the teachers' pigeonhole.

### 3.7.2 Years 9 to 12

1. Heads of Faculty nominate the date an assignment is due (listed on the assessment schedule). Students must submit their assignment to their subject teacher at any time before the due date but no later than 3.30 pm on the day it is due. If a teacher is absent, the student must hand their assignment into the sub-school or Front Office, where the relevant secretary will receive the assignment, record the time handed in and place the assignment in the teachers' pigeonhole.

2. Students must submit their assignment with the assignment task sheet as the cover. The assignment must be stapled or bound.

3. Late submission of student assessment in Years 9, 10, 11 or 12: The QCAA policy statement (June 2004) states that 'Fairness to all students and the integrity of results reported on Senior Certificates require that no student be exempted from meeting any of the substantive requirements of a syllabus...'. 'The student (should not be allowed) to avoid providing timely evidence of achievement'. In order to ensure fairness and timeliness the following strategies are in place:

3.1 Deadlines for handing in assignments are published in the assessment schedule available at the beginning of each semester and are on the assignment task.

- a. Class time will be given for work on assignments.
- b. Progressive monitoring of student assignment work will occur.

3.2 All students are required to hand in a draft (via the School network or in hard copy) of their work by the date determined by the Head of Faculty and included on the task sheet. Students who fail to hand in a draft will be required to complete a draft in class time to the best of their ability. Catching up on work missed during lessons will be the responsibility of the student.

3.3 The student will hand in the assignment by the due time and date. Failure to do this for any reason (including computer/printer breakdown but refer to Point 4) means the draft will be graded and this grade will be recorded on the student profile i.e. the draft will be marked only if the student fails to submit the final assignment by the due time and date.

Application for extension of due date: A student who is unable to hand in an assignment by the due time and date for any genuine reason/hardship (e.g. medical, bereavement, prolonged illness, family circumstances, school-sanctioned academic or sporting commitment etc) should complete an [Assignment Extension Form - Senior School](#) (Appendix B) prior to submission of the assignment. In Years 11 and 12, a medical certificate or other documentary evidence will be required to accompany this proforma.

### 3.7.3 Oral Assessment

On the day oral transcripts are due, the teacher will ask for volunteers and then draw names out a hat for that session. This process will be repeated in subsequent presentation sessions. The final written copy of the script will be handed in by all students at the time of the first presentation.

### 3.7.4 Return of Assessment

All assessment tasks must be marked, moderated and returned to students no more than three weeks after the submission due date. To ensure equity, if there is more than one class in that subject, teachers must arrange to return assessment at the same time, taking timetabling constraints into account. This process will be monitored by the Heads of Faculty in Years 7-12 and by the Head of Middle School in Years 5 – 6.

### 3.8 Assessment Calendar

For each subject in each Year Level, the Heads of School/Head of Curriculum will publish an Assessment Calendar early in the Semester. The Assessment Calendar will indicate:

- The Assessment Tasks which will take place throughout the semester.
- the due date of each task.

All assessment dates will be entered into WebBook and Outlook Calendar by the Head of Faculty or by their appointed subject teacher, by the end of Week 3 of each term. These dates will be available on Student Café and Parent Lounge.

### 3.9 Exit Grade on Queensland Certificate of Education

For its syllabuses, the QCAA authorises school-based work programs, which publishes strict guidelines relating to Assessment Programs, including the number of Tasks to be undertaken. The School requires the Heads of Faculty to keep the number of Assessment Tasks to a minimum, but adhere to the guidelines set out by QCAA for students' accreditations of students' work, so that students are able to concentrate on quality rather than quantity.

Assessment marks achieved throughout the course will be the most important means of determining the exit grade but may be subject to the application of appropriate professional judgment by the Head of Faculty.

## 3.10 *Timing and Notification of Assessment Marks*

Heads of Faculty will negotiate a suitable date (or dates) for each Assessment Task with the Heads of School. Once determined the date(s) will be placed on the Middle and Senior School Assessment Schedules for each year level, which is available on Parent Lounge and Student Café.

All assessment tasks (other than formal examinations) contain specific due dates, and details of the task, the marking criteria and any special arrangements to students in writing. Relevant criteria sheets have been developed for this purpose by each faculty for each subject.

In approving the dates for assessment tasks, the Heads of Middle and Senior School and Head of Curriculum will endeavour to avoid situations when students are required to undertake more than TWO Tasks on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than TWO Tasks on any day, or has several successive days of Assessments, providing that due notice has been given for each.

## 3.11 *Variation from Published Assessment Program*

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the Head of Faculty will negotiate a new date with the Heads of Middle or Senior School concerned and advise the students in writing. Wherever feasible the Head of Faculty will endeavour to consult with the classes affected, but this will not always be possible. The two key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- every consideration will be given to ensure that students are not disadvantaged.

## 3.12 *Absence from an assessment task or examination and other cases of misadventure*

### 3.12.1 *Absence due to Illness or Misadventure*

If a student is ill on the day of an assessment task or examination or there may be unavoidable and unplanned circumstances of a pressing personal nature or emergencies, which preclude her attendance, he or she may apply for special consideration for the missed task immediately upon her return to the School. The subject teacher will liaise with the Head of Faculty and the exam can be sat a time convenient to the teacher. Students in Years 11 and 12 must provide documentation and fill out the Application for Extension to sit Exams outside set time.

### 3.12.2 *Other circumstances relating to Illness or Misadventure*

When a student presents herself for an examination or assessment task while ill, or falls ill during the course of the examination or assessment task, he or she may make a claim for special consideration. In Years 11 and 12, the student must obtain a medical certificate, dated for the day of the assessment. The completed Application for Extension to sit Exams outside set time for must be signed off by the Head of Curriculum.

In Years 7 to 10, the parent/guardian must have emailed or phoned the teacher explaining the student's absence. The student will complete the examination or assessment task as soon as possible as managed by the Head of sub-School and administered by the Administration Manager.

Similarly, should circumstances eventuate which may prejudice a student's performance in an assessment task or examination, the details should be given in writing to the Head of Middle or Senior School as soon

as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a claim for special consideration. Students are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for an appeal.

### **3.13 Evidence Required**

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

#### **3.13.1 Illness**

Provision of a medical certificate dated on the date in question. A medical certificate is required in Years 11 and 12. An email or phone call from a parent is required in Years 7 – 10.

#### **3.13.2 Other cases of misadventure**

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Heads of Middle and Senior School on the day of the student's return to School, or earlier in the case of a prolonged absence. The Heads of sub-Schools will ensure that the original documents are placed on Student Notes.

#### **3.13.3 Absence or Extension due to sporting/academic opportunity**

If a student is absent at a school-sanctioned sporting or academic event, they may apply for an extension to their assessment, that is commensurate with their time away. Students will need to fill out an Application for Extension to Assignment/Exams form.

### **3.14 Subsequent procedures in relation to illness or misadventure**

Where a student has missed attending an assessment task or examination, on the day of his/her return to School, he or she must see the relevant Head of Faculty(s), who will determine, in consultation with the relevant Head of sub-School, how to proceed. The Head of Faculty will determine if it is appropriate and possible for the student to undertake a similar assessment task or examination; the student can be required to undertake the alternative on the day of his/her return to School.

Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above he/she will be asked to complete the assignment or examination to the best of their ability in a time set by the Head of Faculty or the Head of Middle School. This attempt will then be marked in accordance with QCAA's policies.

Where a student has attended an Assessment Task or Examination while ill or subject to the effects of other misadventure, and his or her appeal is upheld by the Heads of Curriculum, the following procedure will be followed:

- His/her paper will be marked along with all others.
- The Head of Faculty will then examine the marks awarded in relation to other Assessment



data and other relevant evidence of the student's level of achievement.

- If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
- If the mark is significantly below expectations, the task will be kept and marked atypical for future reference while a letter from the Head of Faculty will be attached to the task.

Students are encouraged to think carefully before they start an exam – if they are unwell, they should consider delaying the exam.

### **3.15 Late attendance at an Assessment task or Examination**

Students who arrive late for an Assessment Task and who believe that circumstances beyond their control have occasioned the lateness, should report to the relevant Head of sub-School concerned. The relevant Head of sub-School will determine an appropriate course of action in consultation with the Head of Faculty and teacher.

Students who arrive late for an Examination during examination block/week must report to the relevant Head of sub-School, who will determine an appropriate course of action upon consultation with the Head of School. In general, the procedures of the QCAA Queensland Core Skills Tests will be followed for students who arrive late without prior advice or approval, i.e. students may only be admitted to an Examination up to 30 minutes late, and will not be granted extra time in compensation.

In the event when prior advice or approval has been sorted, the student needs to report to the relevant Head of sub-School to re-schedule the examination missed immediately upon arrival on campus.

No students are allowed to leave the examination centre prior to the official ending time of the examination block. Students are advised to bring appropriate study materials as per the advice of the supervisors.

### **3.16 Electronic Submission of Assessment Tasks**

Electronic submission of assessment tasks may be permitted, in some circumstances, at the discretion of the Heads of Faculty with the following general rules apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or USBs or memory devices.
2. The School will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. An Assessment Task is not considered submitted if conditions (1) and (2) are not satisfied.
4. The Assessment Task should be readily identifiable on the USBs or memory devices
5. All assessment tasks submitted on the USBs or memory devices remain the School's property and the School will not return the submitted USBs or memory devices to students.
6. All students are advised to keep a copy of all assessment tasks submitted.

## 3.17 Keeping of Marks

The NUMERIC SAI (subject achievement indicators) used to reflect the Rank Orders in ALL subjects submitted to the QCAA are for all Year 12 subjects and are released at EXIT at the end of Year 12 prior to submission to the QCAA.

## 3.18 Estimation of Overall Position (OP)

The School provides a range of estimates of the Overall Position (OP) which is their best guess and no more because the final OP is calculated by the QCAA, from the cohort's Queensland Core Skills data which has not yet been made available while Year 12 students are still at School, and to which the School has little or no access.

When an estimate of a student's OP is required for an application for a scholarship or similar purpose, the Head of Curriculum will provide the best estimate which can be derived from the available data. However, the School, the Principal and the Head of Curriculum disclaim any responsibility for the accuracy of any such estimate, which is provided only to avoid disadvantaging Whitsunday Anglican School students.

## 4.0 EXAMINATIONS

### 4.1 Definition

Examination is currently a type of assessment tool used widely across the Nation and the State spanning various year levels in the form of State-wide testing, such as Years 7 and 9 National Literacy and Numeracy tests and the Year 12 Queensland Core Skills Tests. The School regards it as vital that training for the demands of examinations should begin early.

Examinations are conducted as follows:

1. Assessment Block is held at the end of the following terms: Years 11 and 12 – Terms 1,2 and 4. The School recognizes that assignments may also be due in that week if the subject in question does not have an exam during that period of assessment.
2. Years 11 and 12 students who do not have a rostered exam are not required at School. Students must wear their uniforms if they are at school to complete an exam. Boarders may study in the Mienert Centre or at their desks in Booth House. In school hours, teaching staff supervise study in Booth House.
3. Years 7 to 10 students do not have Assessment Block testing. Exams are conducted in normal lesson time.

### 4.2 Examination and Assessment Block Procedures

Rules relating to Absence, Failure to Undertake an Assessment Task and Malpractice, outlined in Section 2, also apply to CLASS EXAMS AND ASSESSMENT BLOCK

#### 4.2.1 Storage of Exams during Assessment Block (Years 7 to 12)

During Assessment Block, Years 7 and 8 examinations will be securely stored in the Middle School Office and Years 9 to 12 examinations securely stored in the Main Office secure storage room, 24 hours prior to the examination time. Examinations will be printed either by the subject teacher, or by the Administration Manager.

## 5.0 SCHOOL REPORTS

### 5.1 *Types of School Reports*

The School formally reports on student progress three times per year:

- End of Term One – a Term One report for Years 5 to 12 students, detailing grades and affective criteria, with comments limited to elective subjects and a Tutor Group comment.
- End of Term Two: a semester report for Years P to 12 students
- End of Term Four: a semester report for Years P to 11 and an EXIT and ACTIVITY statement for Year 12 students

An Interim Progress Report is released in the case of new students, approximately five weeks after their commencement at school.

Semester Reports will provide information concerning the student's progress within each subject, including an assessment grade or a semester overall grade, an effort rating, a homework rating and a classroom behaviour rating and teacher's comment. Grades (A+ to E-) will reflect the student's achievement.

Co-curricular involvement and leadership positions will also be reported.

### 5.2 *Final Grades for Reports*

At the end of each term, only a small portion of the published Assessment Program has been completed. The Head of Faculty has the responsibility of ensuring that GRADES entered on School Reports are as accurate a reflection as possible of the student's achievement of the Course Outcomes at that stage. Hence, he/she may exercise appropriate professional judgment in finalising GRADES to ensure that this requirement is met. Such an exercise of professional judgment may take account of other evidence of achievement such as moderated class marks, but will be consistent with the overall balance and intent of the Assessment Program.

Grades on Year 12 reports are mainly summative in nature. Final EXIT LEVEL OF ACHIEVEMENTS for Reports for Year 12 EXIT and ACTIVITY STATEMENTS will be derived from the CUMULATIVE SUMMATIVE TOTALS.

### 5.3 *Year 11 and 12 Grades*

Years 11 and 12 courses are administered closely and adhered to the QCAA approved work programs. The equivalent grading system is listed below:

| EXIT Level of Achievement | Report Grade |
|---------------------------|--------------|
| Very High Achievement     | A            |
| High Achievement          | B            |
| Sound Achievement         | C            |
| Limited Achievement       | D            |
| Very Limited Achievement  | E            |

### 5.4 *Consistency of Marking*

Heads of Faculty have a responsibility to ensure that appropriate marking procedures are followed to

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ensure a consistency of marking across different classes within the same course.

In each Faculty, the Head of Faculty oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary across different faculties, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure, so far as is possible, that there is a consistency of marking.

Procedures include one or more of the following:

- One marker only marking an entire question or task.
- Pilot marking (i.e. teachers mark in teams until all are in agreement regarding the standard).
- Check marking (i.e. a teacher sample checks the marking of others for consistency).
- Group of Cross marking (i.e. teachers mark in teams, discuss standards and check each other's marking).
- Student checking of marking.

Each Head of Faculty is responsible for monitoring cross-marking and ensuring that staff are aware of such procedures.

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## 6.0 AWARDS

### 6.1 *Cum Laude Awards based on Grade Point Average*

At the commencement of Semester One and Semester Two, the Principal, on the advice of the Head of Curriculum, presents the following Cum Laude awards to students. The Heads of Senior and Middle School write a letter to parents, acknowledging this award. The names of students receiving the Certificate of Academic Excellence are recorded in the Whitsunday Word.

Cum Laude awards are to recognise students who have achieved at a very high level (VHA) in the majority (50%) of the subjects. Cum Laude awards, from the Latin "with praise", are presented to students following the Semester examinations. A student needs to receive VHA (or equivalent) in over half their subjects to be eligible for such an award.

#### **MAGNA and MAXIMA CUM LAUDE**

Magna and Maxima Cum Laude will be determined from results over the 8 semesters in Senior School, Years 9 to 12. These will be awarded only at the end of Year 12 during the final Awards Ceremony

At the end of Year 12:

To be awarded a Maxima Cum Laude a student will need to have attained a Cum Laude award each semester for 8 semesters (100%). These students will have the honour of graduating as Maxima Cum Laude.

To be awarded a Magna Cum Laude a student will need to have attained a Cum Laude in 6 of 8 semesters (75%). These students will have the honour of graduating as Magna Cum Laude.

Students who have attained a Cum Laude in 4 of the 8 semesters (50%) will have the honour of graduating as Cum Laude.

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Where a student attends the School for less than 4 semesters (through reasons such as late enrolment), they will be considered on a pro-rata basis. That is, Cum Laude in 100% of possible semesters will receive Maxima Cum Laude. Cum Laude in 75% will receive Magna Cum Laude.

## **6.2 Awards for Middle and Senior School Final Awards Ceremony**

The following academic awards are made at the annual Middle and Senior School Awards Ceremony. Results from Term Four are NOT included in the calculation of awards, due to time constraints. In Year 12, all academic awards are calculated following the verification process of levels of achievement, by the QCAA which occurs in the third week of Term Four.

- Dux of Year 8, Year 9, Year 10, Year 11 and Year 12/Proxime Accessit of Year 8 and Year 12.
- First Place in each Subject for Year 9, Year 10, Year 11 and Year 12 subjects.
- Academic Merit for students in each Year level from Years 5 to 12.
- Academic Endeavour for students in each Year level from Years 5 to 12.

<sup>1</sup> The Dux in each Year Level Years 8 – 12 will be determined by the Principal in close consultation with the Head of Curriculum. Final marks gained, aggregated total mark, GPA, subjects studied and other relevant factors are taken into consideration when determining the awards.

<sup>2</sup> The purpose of Academic Merit is to encourage students whose overall academic achievement is highly meritorious, but who would not necessarily receive Subject Prizes.

<sup>3</sup> The purpose of Academic Endeavour is to encourage students whose overall academic effort is highly meritorious, but who would not necessarily receive Subject Prizes.

In exceptional circumstances, the Heads of Middle and Senior School and the Head of Curriculum may advise the Principal to make a special award to a student whose achievements are outstanding, but not reflected adequately by the above awards.

## **SENIOR AND MIDDLE SCHOOL**

Points are allocated according to the Learning Analytics subject calculations.

To receive an Academic Merit Award, a student must obtain the following points during the year:

Year 12 A scaled OAI (Overall Achievement Indication) of 212 using the best five Authority subjects completed.

Year 11 A scaled OAI of 90 (only 5 Authority subjects to be included)

Years 8 to 10 90% or above of highest possible score with the proviso that the top 15% of cohort are considered.

Years 5 to 7 87.5% or above of highest possible score with the proviso that the top 15% of cohort are considered.

## **ACADEMIC ENDEAVOUR**

- These awards are offered each year to those students who are trying to the best of their ability across all their subject areas.
- These awards are not for academic performance, but rather for sustained and committed effort throughout the year.
- A student who receives an Academic Merit is not eligible to win an Academic Endeavour Award.

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- Academic Endeavour Awards are calculated using the three grades given on the reports for Homework, Participation and Effort and Classroom Behaviour at the end of Semester One and Semester Two.
- A point value is given to each grade and these are tallied and scored for each student.

## **CUM LAUDE AWARDS**

The School also awards Cum Laude certificates at the end of Semester.

### **6.3 School Colours**

The Principal, on the advice of Heads of sub-School and the Head of Curriculum, may award School Colours at the end of the academic year as follows:

#### **Full Colours – Academic**

Dux/Duces of Years 9, 10, 11 and 12  
All Year 12 students with a projected range of OP1-3

#### **Half Colours – Academic**

All Year 12 students with a projected range of OP4-5  
The top 5% of students in Years 5 to 8

Prize winners in National Competitions may be considered for Colours in conjunction with other evidence of academic excellence.

### **7.0 Special Consideration for students with specific educational needs**

#### **7.1 Definition**

Whitsunday Anglican School is committed to equity in education. The needs of students with specific educational needs is considered in a proactive way, for example through designing inclusive learning and assessment programs, and providing opportunities for alternative assessment arrangements.

Students with specific educational needs include but are not limited to:

- students with disabilities that have a physiological basis
- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage
- students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs
- students with identifiably different patterns of educational development and orientation. (QCAA.,2016, *Catering for Diversity*)

#### **7.2 Inclusive Strategies for Years 5 to 10**

When planning an assessment task, the teacher may need to consider adjusting the *timing, setting, presentation* and *response* to ensure the student is given the opportunities to demonstrate their learning.



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## Adjustment examples

Table 1: Five areas of adjustments to teaching, learning and assessment, with examples

| Timing   | Example  |
|--|--|
| <p>Adjustments to the time allocated to complete an assessment are used to:</p> <ul style="list-style-type: none"> <li>• provide extra time to read a written text</li> <li>• provide extra time to write responses</li> <li>• provide extra time to use specialised equipment or technology</li> <li>• allow smaller, more frequent periods of time to complete an assessment</li> <li>• enable multiple or frequent breaks.</li> </ul>             | <p>The teacher plans shorter sessions and provides frequent feedback about an assessment that is completed over a number of weeks.</p> <p>For more information see <i>Inclusive strategy: Timing</i>: <a href="http://www.qcaa.qld.edu.au/18307.html">www.qcaa.qld.edu.au/18307.html</a></p>   |
| Scheduling   | Example  |
| <p>Adjustments to when an assessment occurs are used to:</p> <ul style="list-style-type: none"> <li>• coordinate with medication and other health procedures</li> <li>• overcome distractions</li> <li>• reduce anxiety and frustration.</li> </ul>  | <p>The teacher plans for the student to give a spoken presentation to the teacher and a friend outside of the classroom context.</p> <p>For more information see <i>Inclusive strategy: Scheduling</i>: <a href="http://www.qcaa.qld.edu.au/18307.html">www.qcaa.qld.edu.au/18307.html</a></p> |
| Setting  | Example  |
| <p>Adjustments to where an assessment is completed are used to:</p> <ul style="list-style-type: none"> <li>• overcome distractions</li> <li>• overcome sensory issues</li> <li>• enable explicit individual scaffolding to be provided</li> <li>• reduce anxiety and frustration.</li> </ul>   | <p>The teacher plans for the student to complete the assessment in a carrel desk away from distractions.</p> <p>For more information see <i>Inclusive strategy: Setting</i>: <a href="http://www.qcaa.qld.edu.au/18307.html">www.qcaa.qld.edu.au/18307.html</a></p>                            |
| Presentation   | Example  |
| <p>Adjustments to how an assessment is presented or delivered to a student are used to:</p> <ul style="list-style-type: none"> <li>• support sensory needs</li> <li>• provide support with the literacy demands of the assessment</li> <li>• reduce anxiety and frustration</li> <li>• encourage the student to engage with and complete the assessment</li> <li>• scaffold memory, sequencing, directionality and organisational skills.</li> </ul> | <p>The teacher provides graphic representation (picture cues) of the requirements of the assessment.</p> <p>For more information see <i>Inclusive strategy: Presentation</i>: <a href="http://www.qcaa.qld.edu.au/18307.html">www.qcaa.qld.edu.au/18307.html</a></p>                           |

| Response   | Example  |
|--|--|
| <p>Adjustments to how a student responds to the assessment are used to:</p> <ul style="list-style-type: none"> <li>• meet student needs related to physical and sensory barriers that prevent the demonstration of achievement</li> <li>• encourage the student to complete the assessment.</li> </ul> | <p>The teacher plans for the student to use a personal computer or word processor to complete lengthy written assessment when handwriting is not being assessed.</p> <p>For more information see <i>Inclusive strategy: Response</i>: <a href="http://www.qcaa.qld.edu.au/18307.html">www.qcaa.qld.edu.au/18307.html</a></p> |

## 7.3 Special Consideration for Years 11 to 12

### 7.3.1 Exclusions to Whitsunday Anglican School's Special Consideration policy

This policy covers only school-based assessment that is quality assured by the QCAA for Authority and Authority-registered subjects. The policy therefore does not apply to the Queensland Core Skills (QCS) Test, the Senior External Examination, the scaling for Overall Positions (OPs) and Field Positions (FPs), and the Queensland Certificate of Individual Achievement (QCIA). Separate processes and procedures apply for these.<sup>3</sup> Assessment that is quality assured by other jurisdictions, such as assessment for vocational education and training within the Australian Quality Training Framework (AQTF) and approved assessment by other agencies, is also not covered by this policy. <sup>4</sup> This policy is not intended for use in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students.

### 7.3.2 Special provisions guidelines

- 1 Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.
- 2 Whitsunday Anglican School strives to identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Specific educational needs are recognised and reasonable adjustments made to accommodate students and take reasonable measures to assess students with specific educational needs so that they can participate in Authority and Authority-registered subjects on the same basis as other students.
- 3 Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements. •
- 4 Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study
- 5 Special provisions do not involve compensating for what the student does not know or cannot do.

- 
- 6 The school must consult and involve the student (and, where appropriate, the student's parents/carers or associates and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student's specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students.

### 7.3.3 Reasonable educational adjustments



These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study. Examples of reasonable adjustments include, but are not limited to:

1. permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments
2. allowing the use of specialised equipment to accommodate a student's disability (e.g. keyboarding rather than handwriting)
3. providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write
4. providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills
5. allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills •
6. giving Aboriginal and Torres Strait Islander, migrant and refugee students the opportunity to present their cultural experiences in responses to assessment items (e.g. providing an alternative essay question, in consultation with the students, which allows them to demonstrate their knowledge and skills in the subject by applying it to their own cultural context).

### 7.3.4 Exemption of Assessment

An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification. Exemptions should not be a substitute for schools making efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where reasonable adjustment is appropriate.

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## APPENDICES

Appendix A

Appendix B      Assignment Extension Form – Senior School



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