



Topic	Assessment and Reporting Policy
Registration Standard	Standard 1: Curriculum
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Scope:

This policy is applicable to all students and families at Court Grammar School and is based on the School Curriculum and Standards Authority (Authority) requirements.

This policy applies to the assessment of all Western Australian Curriculum and WACE courses.

Definitions:

Assessment is a purposeful process whereby information about students is gathered and organised in order to make judgments about students' learning in relation to curriculum goals... Australian Teaching Council (1995).

Assessment involves making considered judgments about learners' progress and achievement. It also involves students being clear about the criteria of assessment relating to the knowledge and skills of their learning objectives. Within the teaching and learning cycle, teachers, with their students, identify criteria for assessment, then gather and analyse the information in order to evaluate students' progress and the effectiveness of their programs. Reporting to students and parents about progress and achievement is an integral part of the process.

Purposes of Assessment

Assessment helps to:

- Establish a student's level of prior knowledge.
- Determine the extent to which students have acquired specific knowledge, skills and understandings.
- Identify students' strengths as well as areas of their learning where additional support may be needed.
- Evaluate the effectiveness of the teaching and learning programs and processes.
- Allow students to set goals for their learning
- Broaden home/school links that will enable parents to further assist their children's learning.

Principles of Assessment

The School Curriculum and Standards Authority (SCSA) outline six principles of assessment.

- Assessment should be an integral part of teaching and learning.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet a specific purpose.
- Assessment should lead to informative reporting.
- Assessment should lead to School wide evaluation processes.

Types of Assessment

Formative Assessment involves those assessment tasks and activities that are ongoing and give immediate feedback or information to enable the student to improve performance or achievement. Examples of formative assessment include:

- Observation
- Journals.
- Work samples.
- Peer assessment.
- Student self-evaluation.

Summative assessment involves those assessment tasks and activities that occur at the end of a section of work and may provide both immediate feedback and information for reporting achievement. Examples of summative assessment include:

- Tests (both oral and written).
- Exams (both oral and written).
- Project work (group or individual).
- Samples of work.
- Presentations/performances.
- Portfolios.

Other related forms of assessment that teachers may use for specific purposes, within the principles as outlined, include:

- Norm-referenced assessment – comparing the achievement of one student with that of other students in a particular group or class.
- Criterion referenced assessment – measuring student achievement against the standard of predetermined criteria or objectives.
- Work required assessment – based on a written contract negotiated between the student and teacher.
- National testing that informs teaching and learning.

Policy Sections

Part A – PreK – Pre-primary

Part B – Years 1 – 6

Part C – Secondary

Part A: Years Pre-Kindy to Kindergarten

At Court Grammar School the reporting process for the Pre-K and K students focuses on the EYLF descriptors.

The Pre – Kindergarten and Kindergarten students demonstrate their learning through learning journey samples. The Kindergarten students also have a report which have the following components:

- Student learning and development across multiple learning and development areas
- Goals that reflect how the parent can support the student learning at home;
- A record of attendance;
- Teacher and principal overall comments; and
- Learning and development areas

The five learning and development areas are:

- Identity
- Connecting and Contributing
- Wellbeing
- Learning and Thinking
- Communicating

Learning and development descriptors are rated on a five-point indicator scale. See report in Attachment C.

Part B – Pre-primary to Year 6

1. Student's with a disability and differentiation.

Students who are unable to complete an assessment task because of their disability or ability to access their year level will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Students with a diagnosed disability will have an Education Plan created for them. The Education Plan will be created in consultation with the teachers, parents and relevant medical practitioners to maximise a student's potential.

An Education Plan (EP) can consist of one or both of the following documents

Individual Education Plan (IEP): This is for a student who is unable to access the prescribed curriculum for that class, even with support, and who requires a different curriculum to be taught and assessed against. This document outlines the curriculum to delivered and reported against. It is only required for those subject that are delivering and reporting against a different curriculum.

- **Reporting:** For the students that have an IEP the student will receive attribute values for all subjects, they will not receive a percentage or grade, they will receive a copy of their academic progress against their learning goals.
- **Examinations:** Parents and Carers of students with an IEP can make the choice as to how academic progress is reported upon. These reports can be either a standard report with grades for all curricular areas, a moderated report with only grades for non-core subjects or a moderated report where no academic grades are published.

Curriculum Adjustment Plan (CAP): This is for a student who is able to access the prescribed curriculum for that class but will require the curriculum to be delivered or assessed using alternative strategies. This will include students who require social/emotional support to access the curriculum.

- **Reporting:** Students will receive the same reporting attributes (percentage and/or grade) as other students and against the same grade descriptors.

2. Assessing Student Achievement

At Court Grammar School, all students will be assessed using a number of assessment tasks that occur during the year.

- **National and State Assessment**
Progressive Achievement (PAT) – Pre-primary to Year 6, twice a year.
NAPLAN - Literacy and Numeracy Assessments Years 3 and 5
- **Collaborative Assessment Tasks**
Each term, teachers plan and implement collaborative assessment tasks with year level colleagues using the judging standards and achievement standards provided by SCSA.
- **PP – Year 6 Consistent School Data Collection**
Throughout the year, assessment data is tracked and monitored across the curriculum. This is done across core subjects, primarily Mathematics and English. This is carried out using frameworks which include, but are not limited to, PLD Spelling and Phonics, Scholastic Lexile, PAT Assessments, VCOP and BIG Write *Cold Write* assessments and Firefly Mathematics.
- **Moderation**
To support consistency of teacher judgements teachers will have the opportunity to engage in forms of in school moderation to determine student grades.

3. Reporting Student Achievement

Reporting is the communication of student progress to the student, parents and caregivers and to other teachers in order to support further learning, document and celebrate achievement. Reporting takes various forms including:

- **Informal parent/student/teacher discussions:** These informal discussions are strongly encouraged to occur as regularly as possible and will generally be focused on specific relating to assessment and performance.
- **Parent/teacher interviews:** These interviews are a discussion of specific student performance. Discussions should surround how parents; teachers and the student can work together to improve academic results.
- **Formal written reports:** These reports are a summary of achievement and should be read in consultation with the other forms of reporting and feedback provided through each semester.

Court Grammar School Primary reports student achievement at the end of Term 1, Semester 1, Term 3 and at the end of Semester 2.

- **Term 1 – Parent information session** outlining curriculum priorities, ethos and routines. Parents meet with teachers individually to discuss learning styles, interests and any concerns, successes.
- **Term 2 - Report a grade against the subject.** The Semester 1 Report details achievement across the curriculum for Terms 1 and 2.

- Term 3 – Learning Journey – children walk parents through their learning during an open evening and focus on their Term 3 goals.
- Term 4 – The Semester 2 Report details achievement across the curriculum for Terms 3 and 4.

Part C – Secondary

All Year 7 – 10 students are enrolled in courses outlined by the Western Australian Curriculum. Year 11 and Year 12 students are enrolled in a combination of ATAR, General and VET courses. Some students are also gaining credit for the WACE by undertaking Vocational Education and Training (VET) qualifications through off-campus providers such as South Metropolitan TAFE. The VET qualifications delivered on-campus are assessed in partnership with the registered training organisation (RTO) who we auspice through.

To support students to reach their potential Court Grammar School will:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus.
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, 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 School and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

1. Information Provided to the Students

Before teaching starts the teacher will provide on the School intranet (SEQTA) the following documents:

- the Authority syllabus for the subject or units which includes the grade descriptions
- a course outline for the subject or units that shows:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the subject or units that includes:
 - the number of tasks to be assessed
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

2. Modification of Assessment Outline

If circumstances change during the teaching of a subject or units, requiring the teacher to make adjustments to scheduled assessment tasks, then students and parents will be notified and the modified assessment outline will be placed on SEQTA.

3. 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/teacher-in-charge 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 student's 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 alternative opportunities to demonstrate their knowledge, skills and understandings.

Students with a diagnosed disability will have an Education Plan created for them. The Education Plan will be created in consultation with the parents and relevant Medical Practitioners to maximise a student's potential.

An **Education Plan (EP)** can consist of one or both of the following documents

- **Curriculum Adjustment Plan (CAP)**: This is for a student who is unable to access the prescribed curriculum for that class, even with support, and who requires a different curriculum to be taught and assessed against. This document outlines the curriculum to be delivered and reported against. It is only required for those subject that are delivering and reporting against a different curriculum.
 - Reporting: For the students that have a Curriculum Adjusted Plan the student will receive attribute values for all subjects, they will not receive a percentage or grade, they will receive a copy of their academic progress against their learning goals.
 - Examinations: Students on CAP will not sit examinations they may spend the time being assessed against their Curriculum Adjustment Plan in a small group setting or individually.
- **Adjusted Curriculum Delivery Plan (ACDP)**: This is for a student who **is** able to access the prescribed curriculum for that class but will require the curriculum to be delivered or assessed using alternative strategies. This will include students who require social/emotional support to access the curriculum.
 - Reporting: Students will receive the same reporting attributes (percentage and/or grade) as other students and against the same grade descriptors.

4. Assessing Student Achievement

At Court Grammar School, all students will be assessed using a number of assessment tasks that occur during the year.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades.

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.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will 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/teacher-in-charge responsible for the course. (See Section 3 for further information on students with a disability).

5. Externally Set Tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the college to submit the EST marks then the college will determine if the reason for non-completion is acceptable (see Section 13 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the college the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- a predicted EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

6. School Examinations

School examinations are included in the assessment outline for the pair of units. The weighting, i.e. proportion of the final mark, for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 all written examinations are 3 hours' duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are printed in the back of the examination timetable.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security The School will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

7. Security of Assessment Tasks

Where there is more than one class studying the same pair of units at the School 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 School 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.

8. 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
- paraphrased or summarises the work of others.

Where a student has been found to plagiarise or cheat from another student’s work or work from another person or where work is not accurately referenced, their parents will be contacted and the student will receive a score of zero for that section of the work. Students found to be cheating during a test or examination will be referred to the Year Coordinator to face disciplinary action. Court Grammar School mandates the use of the Harvard Referencing System.

9. Non-participation on the day of an Assessment

Court Grammar School acknowledges that there will be instances when a student has a valid reason for non-participation on the day of an assessment. Valid reasons for non-participation on the day of an assessment include:

- Illness substantiated by a medical certificate
- Emergency situation
- Interstate or International Representation
- Any other, approved by the Principal

Students who are selected by an authorised state or national association to represent or play at an interstate or international level may apply to receive an Approved Non-Participation. Applications need to be in writing not less than three weeks before the event. Associated documentation must also be provided. Approval is at the discretion of the Principal.

Students who do not participate in assessments on the scheduled day of the assessment are required to submit the **Delayed Participation in an Assessment** form. If a valid reason for non-participation cannot be justified it will be deemed an Unapproved Non-Participation.

	Approved Non-Participation	Unapproved Non-Participation
Assessment sat within 5 school days of the assessment date	Student receives their full score	Student receives a maximum score of 50%
Assessment not sat	Student receives a calculated score	Student receives a score of zero

10. Sitting of Missed Assessment

Students who are non-participants on the day of an assessment must make up that assessment outside of normal teaching hours to ensure students don’t fall further behind.

11. Absence on the day of an Examination

Due to authenticity reasons an examination cannot be rescheduled under any circumstance. Students who miss an examination must submit a request for an approved absence. All medical absences during examinations must be substantiated by a medical certificate. Unsubstantiated absences will receive an examination score of zero.

12. Consequences of non-submission of tasks by Due Date

Failure to submit work by the due date will lower the grade/mark awarded unless the student provides acceptable evidence.

The following procedure will occur.

Work overdue following submission deadline	Student will incur a penalty of 5% (or equivalent) for each school day late past the deadline. Student will be placed on Lunchtime Catch-up until work is complete to the required standard.
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13. Application for Extension

Students requesting an extension must, in consultation with their parents, complete an Application for Extension. These forms are available from Student Services. If a student does not apply for or receive an extension, then the consequences will be the same as for work not submitted.

14. Minimum Learning and Assessment Requirements

Where a student has experienced a significant absence from school, the student will undergo an academic review, which will outline the minimum learning requirements that must be met for that academic year. Where a student has obtained an approved absence and missed an assessment, they will receive a calculated score for that assessment. Students can receive calculated scores for a maximum of 20% of a unit's assessments.

15. Moderation

Each learning area will moderate to ensure assessments meet the purposes and principals of assessments. Moderation usually falls into two categories, Pre-Assessment Moderation and Post-Assessment Moderation.

Pre-Assessment Moderation

The guidelines

- The objectives as stated in the program are assessed in the assessment only.
- The assessment meets one or more statements of the achievement standard and the entire achievement standard is met across the assessments undertaken at each year level.
- The questions have the correct grammar, punctuation and are free from spelling errors. Diagrams and tables are correctly formatted
- The marking key is produced and the responses can be clearly defined in the marking key and cross referenced to objectives set out in the teaching program.
- Questions are free from ambiguity or where open to interpretation the range of valid responses are provided in the marking key.
- The scientific vocabulary required to demonstrate an 'at standard' or 'above standard' response by a student at a particular year level, is represented by the answer provided in the marking key.
- The length and breadth of content assessed is representative of the weighting of the assessment towards the overall semester grade (except exams in year 7-9).

Post-Assessment Moderation

Purpose

The purpose of moderation of an individual assessment piece is to foster the three key objectives for quality in student assessment in education.

- To guide and encourage effective approaches to learning
- To review the validity and reliability of expected learning outcomes
- To define and protect academic standards

Each assessment piece will be reviewed to ensure it meets the requirements set out in the Curriculum Framework:

- Valid
- Educative
- Explicit
- Fair

- Comprehensive

Small Group Moderation

Where the school has a projected number of fewer than six ATAR course examination candidates in a particular ATAR course, it must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units.

Without correctly implemented small group moderation procedures, students at the school with a small candidature may be exposed to statistical moderation anomalies because of atypical underperformances of a student or a few students in the ATAR course examination, and this may unfairly affect the degree of statistical adjustment of the school marks of other students in the class. Even when the projected number of ATAR course examination candidates in a course is six or more, the school may choose to form a partnership to increase the cohort size or to allow for possible reductions in enrolments that may result in fewer than six students sitting the ATAR course examination (e.g. student transfers to other courses, student transfers to other schools or student withdrawals from the course).

16 Reporting Grades

For reporting, letter grades and achievement descriptors are outlined below.

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

Grades will be allocated according to the descriptors set out in the Western Australian Curriculum - grade cut-offs are not fixed. For clarity and consistency teachers should set and moderate (where required) assessment tasks to aim to have their grade cut offs **approximately**:

- A (80%)
- B (65%)
- C (50%)
- D (30%)
- E (below 30%)

17. Reporting Student Achievement

Reporting is the communication of student progress to the student, parents and caregivers and to other teachers in order to support further learning, document and celebrate achievement. Reporting takes various forms including:

- Informal parent/student/teacher discussions: These informal discussions are strongly encouraged to occur as regularly as possible and will generally be focused on specific relating to assessment and performance.
- Online SEQTA/CONEQT data and information: This information is provided as an ongoing report of student progress. This ongoing progress may be through the inclusion of test or assessment percentages, teacher comments and other upload documents or information. This information should be read in conjunction with the Assessment and course outlines also available on CONEQT. Each assessment result will be posted onto CONEQT unless the assessment type renders this impossible. In this situation teachers are expected to communicate results to parents through other means.

- Parent/teacher/student interviews: These interviews are a discussion of specific student performance. Discussions should surround how parents, teachers and the student can work together to improve academic results.
- Formal written reports: These reports are a summary of achievement and should be read in consultation with the other forms of reporting and feedback provided through each semester. See Attachment A.

Court Grammar School reports student achievement at the end of Term 1, Semester 1 and at the end of Semester 2. The report provides for each course:

- a grade against the course and SCSA Standard (The Term 1 and Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year)
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark for ATAR courses)

At the end of the year, students will be provided with a final statement of achievement (Report), which lists the school mark and grade for each subject or units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

18. Streaming of Classes and Reporting

Classes in the same year group taking the same subject may be streamed to better meet the learning needs of the students. They will be labelled as Course 1 (most rigorous), Course 2...

Appearing on reports, all classes will receive a grade against that of the course and also the SCSA standard. Classes that are streamed where the awarded grades will be above or below the SCSA standard will have this indicated in their grade descriptors (included with their assessment outline).

19 Reviewing Marks and Grades

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

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

The student or their parent/guardian can request, in writing, that the School 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 School'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.

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

If the committee upholds a student appeal the School 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.

20. Transfer between courses and/or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Head of School. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Court Grammar School the deadline for student transfers in Year 11 and Year 12 is Friday of Week 5 in Term 1 as all courses are assessed as a pair of units. In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class or tasks will be remarked to meet the assessment requirements of the new course.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

21. Transfer from Another School

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the School with evidence of all completed assessment tasks. The Head of School will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
- [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Court Grammar School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

22. Archiving of Student Work

Students are responsible for retaining all of their marked written assessment tasks. The School will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the School establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The School retains the files until the marks have been accepted by the Authority. All assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the School.

The School will not use the materials for any other purposes without the written permission of the student.

All VET courses are required to keep their student portfolios for 12 months following the completion of the course. This is a requirement as RTO's can be audited for up to 12 months following the completion of a course.

Attachments:

- Attachment A: Year 1-12 School Report samples
- Attachment B: Pre-primary School Report sample
- Attachment C: Kindergarten School Report sample

Related Documents

- Curriculum Plan
- Primary School Assessment and Reporting Information and Guidance Booklet
- Primary School Tracking and Monitoring of Consistent School Data Information and Guidance Booklet.

Review History

Year of Review	Review/Amendments	Approved By
2017	Combining policy for primary and secondary schools	Heads of School
2020	Reviewed	Heads of School
2022	Reviewed	Heads of School

Next Review

Year	Reviewer
2025	Heads of School