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Introduction

The contents of this policy are applicable to all students and teaching staff at St Brigid's College. It is the responsibility of students and staff to be fully aware of information contained within the policy and to seek clarification where appropriate.

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning. The gathering of such information is an ongoing, dynamic cycle, including 'drawing on professional knowledge, including in depth knowledge of each child' (Early Years Framework 2013, p. 9). The College's Assessment Policy has been developed to enable the fostering of a positive work ethic and the promotion of individual achievement.

Student achievement progress can be reported by comparing -

- the students' work against a standards framework of syllabus outcomes/objectives/criteria
- the students' prior and current learning achievements with those of other students

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The College's Assessment Policy has been developed to enable the fostering of a positive work ethic and the promotion of individual achievement. Assessment at St Brigid's College is based on the College's Vision and Values. It is informed by the Gospel that seeks to promote justice, human dignity, compassion, hope and love; through our values of courage, honesty, inclusivity and thankfulness.

Through the Assessment Policy, the College ensures the use of practices and procedures that demonstrate a concern at all times for -

- the dignity and development of each student
- the student's self-esteem
- the provision of continuity and cohesion in students' learning
- the maturation levels of students
- the need of students to experience success, to be aware of their achievements and their learning differences in order to maintain a high level of motivation for school and learning

- students to develop ownership of the learning process and to demonstrate a responsibility to be fully aware of the requirements of each course.
- the Learner Profile and the PYP Attitudes
- the Approaches to Learning and Transdisciplinary skills

Well-designed assessment strategies enable teachers and students to -

- identify students' strengths and weaknesses
- analyse individual student performances
- recognise persistent learning difficulties
- assist students to improve levels of performance
- identify students' preferred learning styles
- plan for enhanced future learning
- gather data for reporting purposes and for developing programmes

Furthermore, in the early years of education there is a concern fostered for the development of -

- a sense of identity
- a connectedness and contribution to the world
- a sense of well-being
- confident and involved learners
- effective communicators

It is also acknowledged that 'when educators establish respectful and caring relationships with children [of all ages] they are able to work together to construct curriculum and learning experiences relevant to children [and to provide meaningful feedback to all key stakeholders]' (Early Years Framework 2013, p. 11).

Assessment Guidelines

The criteria used for assessments in the form of the Archdiocese Guidelines for Religious Education, International Baccalaureate Criteria, Australian Curriculum and emerging Western Australian Curriculum and AQTF competencies will be made as transparent as possible for students. Students should be provided with at least two opportunities to demonstrate an outcome, criteria and/or competency per year. It is acknowledged that it may be impractical for students to repeat some tasks.

- The Kindergarten to Year Five assessment structures adhere to the guidelines outlined by the Early Years Framework (Pre-Kindergarten to Year Two), Australian Curriculum and Western Australian Curriculum guidelines and those outlined by the International Baccalaureate Primary Years Programme.
- The Years Pre-Kindergarten to Year Six assessment structure adheres to guidelines outlined by the International Baccalaureate Primary Years Programme, whilst fully supporting the Australian Curriculum and Western Australian Curriculum guidelines.
- The Years Seven to Ten assessment structure adheres to guidelines outlined by the International Baccalaureate Middle Years Programme, whilst supporting the Australian Curriculum and Western Australian Curriculum guidelines.
- The Year Eleven and Year Twelve assessment structure addresses guidelines set by the School Curriculum and Standards Authority and the College's Registered Training Authorities.

'Assessment for [student's] learning refers to the process of gathering and analysing information as evidence about what [students] know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating a [student's] learning. It is important because it enables educators in partnership with families, children and other professionals to -

- plan effectively for [a student's] current and future learning
- communicate about [a student's] learning and progress
- determine the extent to which [a student is] progressing toward realising learning outcomes and if not, what might be impeding their progress
- identify [a student] who may need additional support in order to achieve particular learning outcomes
- evaluate the effectiveness of learning opportunities, environments and experiences
- offered and the approaches taken to enable [a student's] learning
- reflect on pedagogy that will suit this context and these [students]
- evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable [a student's] learning
- provide timely feedback to students, allowing for the learning cycle to be maintained and students to be able to respond to feedback provided.

Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information that they gather to assess [a student's] learning.' (Early Years Framework 2013, p. 17) Assessment must be collaborative and in partnerships with students, their families and teachers; in order to ensure appropriate learning goals are established, evaluated and then achieved.

Archdiocese Guidelines for Religious Education

The Bishops' Mandate Letter specifies that there are nine learning areas in the curriculum of Catholic schools in Western Australia. The first learning area in the curriculum of all WA Catholic schools is Religious Education. Religious Education *'forms the Ministry of the Word that are appropriate to the Catholic school – primary proclamation, initiatory catechesis and Religious Education – are integral to the Catholic curriculum. This occurs through the integration of faith, culture and life into the nine curriculum Learning Areas, the first of which is Religious Education'* (Mandate 2009 - 2015, par. 43)

In the Religious Education Learning Area students' knowledge, understandings and skills will be assessed. Students' faith development cannot and will not be assessed.

PYP Assessment Guidelines

'Student learning is promoted through planning and refining the teaching and learning process to meet individual or group needs. Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning

and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback.' (PYP Making It Happen, p. 45)

St Brigid's College's staff will, through appropriate teaching and learning strategies, ensure that students have opportunities to engage in reflective practices, in relation to assessments (Programme Standards and Practices, 2014). All essential elements of the programme are to be address and evidence is collected to demonstrate student learning over time. The focus of assessment school is to help students develop the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. The evidence gained about the elements should form the core of the reporting process to parents and guides staff's future planning and preparation. In particular student learning in relation to the Concept's in a Unit of Inquiry are to be assessed and reported on. Action taken by students is to be documented and also reported.

Inquiry Books (portfolio) are used to demonstrate the student's learning journey through the inquiry cycle and provide further evidence of their engagement with the PYP essential elements. Each child will have an Inquiry book that will contain materials selected to reflect keys stages of their inquiry and work with the PYP essential elements, such as Transdisciplinary skills and the PYP Attitudes. The Inquiry Book forms an integral part of the discussions between students, teachers and parents about their PYP learning journey.

Please see also the Inquiry Book essential agreement for further details on the nature of the Inquiry Book.

MYP Assessment Guidelines

Assessment in the Middle Years Programme (MYP) should be an integral part of teaching and learning. The use of assessment in a formative sense, to judge regularly the effectiveness of both teaching and learning processes, is essential in allowing teachers and students to identify strengths and weaknesses. The purpose and means of assessment should be clearly explained to the students prior to the commencement of the assessment process. Assessment forms should -

- allow both the student and teacher to assess what the student can do, and how she can use knowledge, concepts and skills
- measure the application of knowledge, concepts and skills rather than the mere recall of facts
- reflect achievement against the criteria for the subject
- involve student participation and reflection; for example, students should know the assessment criteria for a given task and, on occasion, help

devise an assessment grid (rubric) to measure various aspects of their performance

- provide students with an opportunity to engage with the Approaches to Learning, analyse their own learning and recognise areas for improvement
- be based on agreed standards of performance for a particular year group, with expectations set collaboratively by teams of classroom teachers and clearly communicated to students and parents
- be informative for students, parents and teachers, and provide direction for future instruction
- provide equal opportunities for all students regardless of gender, culture and special needs

Assessment Criteria

- Teachers are required to use the designated MYP Assessment Criteria as outlined in Subject Group Guides.
- The MYP criteria is used when assessing students and is available in the 'St Brigid's College International Baccalaureate Middle Years Programme Assessment Guide', as are copies of the Grade Descriptors. Subject Guides are to be referred to for specific subject requirements.
- In 2017 onwards students in different years will be assessed using the following criteria.

Year 7	MYP Year 1 assessment criteria
Year 8	MYP Year 3 assessment criteria
Year 9 and 10	MYP Year 5 assessment criteria

- Modifications to published subject-group objectives /assessment criteria or assessment criteria descriptors may only occur for students who have been identified as requiring further learning support requirements. Students assessed using modified assessment criteria will not be eligible for IB validated grades or awards. (MYP: From principles into practice, 2015) (*See also the Inclusive Education Policy*)
- Task specific clarifications will be provided to clarify how the criteria connect to the task.

Moderation – Validation Of Grades

St Brigid's College will undergo compulsory moderation of the Personal Project. To this end the College is required to submit samples of student work in the Personal Project for external moderation, thus allowing for the standardisation of students' assessments according to international standards.

The MYP Grades awarded by staff at St Brigid's College, are according to the prescribed criteria for each subject area and the corresponding grade boundaries. A conversion from the identified IB to a state grade will be provided on both the interim and final report.

Results Awarded To Students For Criteria – Grades

A requirement of the IBMYP is that for students to be awarded a level for a criterion all parts of the descriptor must be met by the student in the given task. Where there has been no actual attempt by the student to meet the requirements of a criteria a '0' will be awarded. Where there are cases of limited evidence of criterion strands, then the maximum criteria mark that can be allocated for the criterion, is the level that best describes the lowest achieving strand. Please note that in the case where other strands of the same criterion have been completed to a high standard teacher professional judgement will be used to determine the descriptor that best reflects the submitted work. (MYP: From principles into practice, 2015, p83)

Link To The Western Australian and Australian Curriculum – PYP and MYP

Assessment in Kindergarten to Year Ten reflects the guidelines of the emerging Western Australian and Australian Curriculum. Students are central to the teaching and learning programmes and are reflected in the College Reports; which are distributed three times a year. Assessment should reflect the following principles –

- It should be an integral part of teaching and learning
- It must be educative
- It must be fair
- It should be designed to meet specific purposes
- It should lead to informative reporting (refer to the College's Reporting Policy)
- It should reflect whole school evaluation processes

Standardisation – PYP and MYP

If more than one teacher is involved in one subject for a single year group and/or multiple classes for a year level in the Junior School, standardisation of assessment provides a common system for the application of the assessment criteria to each student. Internal moderation is also undertaken to ensure comparability of student results. As a consequence of internal moderation a student's mark may be adjusted (i.e. where subject teachers have been too generous or too harsh). (MYP: From principles into practice, 2015 p. 83)

Standardisation of internal assessment is best achieved through (but not limited to)-

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular communication between the teachers
- discussions relating to the awarding of criterion results
- regular moderation activities at whole staff level
(Kindergarten to Year Twelve)

Senior School Assessment Guidelines – Years Eleven and Twelve

Assessment procedures for senior secondary schooling are generally mandated by the Schools' Curriculum and Standards Authority. Aspects of assessment that are mandated by the Schools' Curriculum and Standards Authority are the assessment outline, which includes the types of assessment, relative weightings and outcomes. Weightings are identified in each course syllabus. The current WACE Manual should be referred to for any assessment queries.

Procedures

The College is bound by the following Schools' Curriculum and Standards Authority assessment protocols.

Unit completion requirement

If a student is to be assigned a grade for a pair of ATAR or General units they must have completed the education program and the assessment program for the units.

Students who do not have the opportunity to complete the assessment program

Some students may not be able to complete the assessment program for a pair of units, or unit, because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability.

If the reason for non-completion or non-submission is acceptable to the school, and sufficient evidence **is** available, then the teacher can make a professional judgement of the grade for a pair of units in an ATAR or General course). If the reason for non-completion or non-submission is acceptable to the school, but sufficient evidence **is not** available, then the school may:

- modify the task so that it can be completed by the student, or
- provide an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards), or
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, or
- for a Year Eleven course, submit a notation of 'U' (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, will enable a grade to be assigned. This **ONLY** applies for students in Year Eleven.
- A 'not competent' will be awarded to students enrolled in a AQF certificate, whereby requirements have not been met to the required standard or work has failed to be submitted.

Allocation of Grades

A grade (A, B, C, D or E) is assigned for each course unit. Grades are assigned using the total weighted mark for all assessment tasks. The assessment outline, provided to all students for each course unit shows the weighting of each assessment task.

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

Students are required to:

- submit all out-of-class assessment tasks for marking on or before the due date
- attempt all in-class assessment tasks on the scheduled date.
- ensure that they are fully aware of syllabus requirements, in preparation of assessments.

Courses delivered at St Brigid's College in Years Eleven and Twelve are delivered concurrently and assessment is combined, as illustrated in assessment outlines of subjects.

Grade descriptions

Grade descriptions describe the general characteristics of student performance and achievement at each of the grades A, B, C, D and E in a given stage of a course. Grade descriptions provide a final point of reference when assigning grades at the completion of a unit or pair of units (i.e. when determining cut-offs on the ranked list of students).

Grade descriptions:

- relate directly to the content of the units studied at a particular stage
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- were developed by the Authority with reference to student work samples and should be read in conjunction with these work samples
- are not used to grade individual assessment tasks
- provide a guide for teachers when developing teaching and assessment programmes
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards
- are subject to continuing review by the Authority.

The grade descriptions are supported by annotated student work samples.

Allocation of Grades – Consensus Moderation and Small Group Moderation

Where a subject in Years Eleven and Twelve is involved in either a Consensus Moderation or Small Group Moderation partnership (Year Twelve only); grades allocated must be in line with the moderating partner's grade cut-offs and final result allocation. A student's final result and/or grade allocation may be altered after final consensus is reached with all partners (including after the College Report is issued).

Years Eleven and Twelve Assessment Outlines

- All students are to receive an Assessment Outline at the commencement of the school year. Where amendments are made, the Outline must be re-issued. Assessments are to be weighted according to the Syllabus Outlines of the Schools' Curriculum and Standards Authority and are to be individually weighted according to the depth of knowledge and understanding required.

Students who have not submitted course work by the end of each academic semester, may be required to

Semester One	Attend school on the last day of Term Two holidays
Semester Two (Year Twelve Students)	Attend school on the last day of Term Three holidays Invitation to Graduation Mass/Lunch may be withdrawn
Semester Two (Year Eleven Students)	Attend school for one day after Year Eleven Academic Year has concluded for the current year.

Students who do not take advantage of the opportunity to complete the assessment programme

If a student has been provided with the opportunity to complete the assessment program for a pair of units, but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), the following process is followed -

- The teacher or the Curriculum Team Leader determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable.
- If the reason provided by the student for non-completion or non-submission of an assessment task **is acceptable to the College**, actions may include –
 - removing the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the remaining tasks
 - providing an extension of time to complete and submit a task completed out of class
 - providing an alternative assessment task
 - for a Year Eleven student, assigning a 'U' notation and then converting this to a grade the following semester if the student is returning to Year Twelve the following year and will complete different tasks for a grade to be assigned.
- If the assessment outline is modified for a particular student, the student will be informed and provided with the amended assessment outline.

If the student provides **no reason** or a reason which is **not acceptable to the College** for non-completion or non-submission of an assessment task, the following may apply –

- record a mark of zero for an in-class assessment task not undertaken on the set date or an out-of-class assessment task not submitted by the due date, **or**
- use a scale of mark deductions based on the number of days late for an out-of-class assessment task not submitted by the due date, **or**
- provide an extension of time for completion and submission with an appropriate penalty for an out-of-class assessment task not submitted by the due date,

If a student does not complete or submit an assessment task, and is at risk of receiving a grade lower than expected, the student and the parent/guardian is advised.

Comparability Between Classes

Internal comparability is a fundamental premise underlying College assessments. In the event that more than one class is studying the same subject or unit, procedures are required to ensure that assessment between the classes is internally comparable. Small group moderation partnerships are compulsory for schools or providers with fewer than six students undertaking WACE examinations.

Retention Of Work Samples

A requirement of the Schools' Curriculum and Standards Authority is that schools keep a record of students' assessment items for future reference or moderation. Assessments are to be stored in a secure environment for the duration of the year. Students may access their assessment items for review, and take assessments home for signing/viewing by parents but they may not permanently remove the items from the College, until grades are validated by the Schools' Curriculum and Standards Authority.

Authority access to the assessment documents held by teachers and the students' marked assessment tasks needs to be possible until the school's grades are approved by the Authority at the conclusion of student appeals in Year Twelve.

Procedures Applying To The Junior, Middle and Senior Schools

Maintenance of Records Pre-primary to Year Twelve

It is expected that all staff maintain accurate records throughout the College year, in the form of (but not limited to) an electronic marks book, anecdotal records etc.

In accordance with the State Records Act 2000, the College must retain all assessment records of a student, including teachers' marks books, until the year in which the student turns 25 years of age. (WACE, Manual SCSA, p. 38).

Such records should –

- be reflective of summative assessments completed by students
- document results achieved by a student in each criterion, outcome or syllabus point (year level dependant)
- be regularly maintained and accessible by Cluster/Curriculum Team Leaders or Senior Leadership. An electronic marks book is to be saved into Staff resources – Curriculum and Standards <year>. Access to results is for the purpose of –
 - use in the school moderation programme

- evidence, in the event of a student or parent/guardian appeal against their school assessment.
- clearly show records of achievement matching current Western Australian Curriculum or School Curriculum and Standards Authority syllabi
- evidence pertaining to the allocation of results should be kept in Pre-primary to Year Ten until advice received of the completion of the College's reporting year. Evidence pertaining to Year Eleven and Twelve, should be retained 'until the results are accepted by the Authority' (WACE Manual, SCSA, p. 38) and in the case of competencies 'for a period of six months from the date on which the judgement of competence for the student was made' (<http://www.asqa.gov.au/news-and-media/retention-requirements-for-completed-student-assessment-items.html>). After such time samples can either be returned to the student or are to be securely disposed of by the teacher
- At the conclusion of each academic year, all records pertaining to a students' academic progress are to be archived; including anecdotal records, running records, teacher observations etc

Academic Honesty - Cheating, Collusion and Plagiarism (refer to College Academic Honesty Policy)

"Students are ... asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing ... Academic honesty is: making knowledge, understanding and thinking transparent. Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first. A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment." (IBO Academic Honesty, 2014, p. 1)

- The Approaches to Learning are the foundations upon which students are educated in both the PYP and MYP in regards to Academic Honesty. This is also extended into Years Eleven and Twelve.
- Students found to be involved in breaches of the College's Academic Honesty Policy and are involved in situations involving cheating, collusion or plagiarism may be required to be interviewed by the Head of Junior, Middle or Senior School, Deputy Principal, Director of International Baccalaureate or Principal. "To ensure consistency and fairness when mistakes are made, [St Brigid's College will keep centralised records in Synergetic] ... of each situation and the consequences; while each incident may be treated on a case-by-case basis ... central records will help ensure consistency, and may also highlight general trends or problems with particular students." (IBO Academic Honesty, 2014, p. 6)
- Students shown to have cheated in assessed work or in examinations will not receive an assessment result for that task. If work that is not the original product of a student is submitted for assessment, it will be either awarded zero marks or not assessed
- Collusion is when a student submits work that is not his or her own for assessment

- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (i.e. referencing)

Students shall be made aware at the commencement of each calendar year the requirements to maintain "Academic Honesty"; including the participation in workshops.

Absences From Class and Missed Work

It is the student's responsibility to approach the teacher to get any missed work. If students are absent from a specially scheduled assessment (including tests and examinations), teachers will require both or either of the following -

- Emailed notification on the day of the assessment. Emails should be addressed to the appropriate subject teacher/relevant Curriculum Team Leader citing an acceptable reason for the absence. Please note – where teachers consistently receive communications from parents requesting extensions and/or reasons for absences from school on days of assessments; penalties for late work will still apply.
- A medical certificate is available
- As the College Nurse assesses and cares for Boarding students who are unwell, she is able to complete the attached form which will count as a medical certificate. It is the student's responsibility to obtain a copy of the form, complete the appropriate sections, take it to the Nurse to be signed and then give it to the relevant teacher. It is also important that the student informs the Nurse at the time of being ill that they are missing an assessment.

Extended Absences For Reasons other than Illness of Misadventure

- An Application for Extended Leave is to be completed for absences of three days or more.
- Students and their families are provided with an assessment outline at the commencement of the term or semester; to ensure equity for those students who are present at the College. Assessment schedules are contained in these outlines.
- Students cannot sit an 'unseen' assessment early and will receive a '0' in the case of Years 11 and 12 students. Years 7 – 10 students have recorded a 'blank' for the criteria and must rely on future assessment of that criteria for the final result. A previously 'seen' assessment can be submitted earlier than the scheduled date but not after, providing that the teacher has been advised in due course of the pending absence.
- Where students are absent for an examination, a '0' will be awarded, unless a medical certificate is provided.
- It is the responsibility of students to ensure that they have maintained their study load whilst absent from regular classes. It is not the responsibility of staff members to provide additional 'catch up sessions' for students taking extended holidays.
- The Extended Leave Form does not apply to sickness and/or medical conditions nor Boarding students leaving prior to the gazetted dates (a Boarder's Leave Form is completed)
- The Extended Leave Form cannot be completed on the student's return.
- It is expected that all students (day and boarding) attend all contact days in the College's calendar. Boarding students are not permitted to be absent for additional days, whereby a Boarder's Long Weekend, Gazetted Long Weekend or a Public Holiday occur; as a student's learning is directly affected by being absent from classes and often assessments are not able to be sat. In the interest of equity to all students who are in attendance; students who are absent and do not have a medical

certificate, will be included under the College's Extended Leave Policy. Exemptions due to travel arrangements may be applied for by Boarding Parents.

Boarding Student Absence due to Illness and Missed Assessments

In the event a Boarding student is unwell and cannot complete a scheduled assessment then it is the responsible of the student to complete a Boarder's Medical Certificate form, ensure it is signed by the College Nurse and submit to the relevant teacher.

Where possible, a satisfactory explanation of the absence will enable the student to complete that assessment task or a similar task. This is at the discretion of the subject teacher. Where a student is unable to attend school for a lengthy period, due to injury or illness, the College will endeavour to provide support to the student's learning programme.

Late Work Penalties

Students are made aware of the timeline for submission of assessed work. Due dates are expected to be adhered to. Teachers will provide advice if dates are changed. Students can apply to the relevant Curriculum Team Leader for an extension, this is to be requested no less than three days prior to the due date. Applications received after this date will not be accepted. These will be given at the sole discretion of the relevant Curriculum Team Leader in the case of illness, critical events or significant personal issues. Where a student fails to submit work by the due date without an extension and with no acceptable excuse, the work will not be accepted nor assessed after a period of three days (where a weekend falls within this period, one day is counted). After such period, penalties will apply.

In the case of MYP work not submitted; students who demonstrate unsatisfactory effort or whom fail to submit a task will be issued an Academic Detention and during this session work will be required to be completed and submitted at this point for assessment.

Students who fail to attend the academic detention and complete the required work will be assessed on the degree of work demonstrated for the assessment. Teachers are required to advise parents if this occurs.

Where adjustments are made to the assessment schedule, it should be done in close consultation with all involved students and clearly publicised.

- It is a teacher's responsibility to manage the assessment schedule
- It is a student's responsibility to submit assessed work on time
- Parents/guardians will be notified in cases where concern for a student's progress emerges

Late work will be penalised for subjects allocating a percentage/mark (i.e. Year Eleven and Twelve Subjects) -

- One School Day Late - 10% of students score deducted
- Two School Days Late - 20% of students score deducted
- Three School Days Late - 30% of students score deducted
- Four School Days Late - Zero score

Please note - Where a weekend occurs (i.e. work due on Friday), students will be penalised 10% of their score.

Students are reminded that a piece of work submitted after the end of a lesson, for which that work is due, is classified as being late. This includes the receipt of hard and electronic copies by teachers. Where electronic copies of an assessment are submitted, unless written confirmation (i.e. via email) is received by the class teacher, the work is not considered to have been submitted on time.

Completion of Group Tasks

In order to promote collaborative learning, group tasks are often set across all year levels. It is expected that where a group task is to be used for assessment purposes, it is expected that all members of the group are allocated tasks of equal weighting, hence promoting equal contribution to the final result. Where a teacher deems inequity is evident, results will be adjusted accordingly for individual students.

- (i) Where a member of a group is absent on the day the assessment is due, all group members are expected to submit their contribution to the assessment piece.
- (ii) Where a group member is absent for an extended period leading up to the submission date, the allocation of duties may be required to be renegotiated and or an alternative task set for the absent student.
- (iii) In some tasks (i.e. performance based) an alternative may be unable to be provided. In such cases, staff may use anecdotal evidence.
- (iv) All students are encouraged to save copies of tasks in their St Brigid's College workspace, to allow access in the event of group members being absent.

Additional Opportunity to Complete a Task

In accordance with Schools' Curriculum and Standards Authority and Australian Training Packages' guidelines, students may be provided with an additional opportunity to complete a task if:

- The teacher agrees that it is feasible
- The student has attempted other set assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome

Academic Detention

'Academic Detentions' are given to students who have repeatedly failed to complete homework and/or assessment pieces, after the class teacher has previously addressed this area of academic concern. Parents will be contacted by the class teacher where detentions are issued or concerns have arisen. The aim of the detention, is to assist students in developing good work habits, further raise standards of work and to encourage students to successfully complete all tasks set. Where a student does not attend a detention, two further detentions will be allocated. In the case where three lunch detentions or more have been issued, a student may be placed on an Academic Contract and/or a Student Free Day Detention. Students will also lose their 'Good Standing' in these instances.

Task Sheet Distribution

Common assessment tasks are required for use across subject areas – year levels in the Junior School. Teachers are required to distribute copies of assessment task sheets to

relevant teachers and Curriculum Team Leaders (Years Seven to Twelve) a minimum of five days prior to the assessment being handed to students. Sufficient time is then allowed for staff members to comment on the assessment task sheet. Collaboration to achieve a common understanding of the task, expectations and standards is required prior to provision of the task to students. Tasks sheets should be made available to students and parents in a timely fashion.

Technology

Students at St Brigid's College have been provided with outstanding learning opportunities in regards to the usage of technology to complement their learning; however, with these opportunities comes responsibility. All technology practices must reflect the highest standard of accountability. In relation to assessment it is the student's responsibility to ensure that all data is backed up regularly to an external hard drive (or flash drive), their College work space, by syncing the iPad with a computer or use of drop box to save files. Work 'lost' due to technological faults, is not accepted as a reason for non-submission of work, as in these cases, students should be able to provide to the class teacher sufficient evidence that they have been working on their submission prior to the incident (restored from their back up and printed). This should be accompanied by written confirmation of the issue from the student's parent/guardian. All students are strongly encouraged to regularly ensure that their work is saved directly to their College workspace, as it is a secure site and is backed up each evening. In cases where technology is not available for the completion of the submission of work, the student must revert to hand written submitting work to the best of their ability.