Rockingham
SENIOR HIGH SCHOOL



Assessment Policy

Senior School
Years 11 - 12

Our assessment practices reflect our commitment to REAL values: Respect for each other, Engagement in learning, Achieving our best, and Learning for life.

Revised September 2026

INTRODUCTION

This policy is provided to all Senior Secondary students at Rockingham Senior High School (RSHS). The policy is based on School Curriculum and Standards Authority (SCSA) requirements.

All students are enrolled in a combination of WACE courses. Some students are also gaining credit for WACE by completing vocational education and training (VET) programs. The VET programs are delivered and assessed by a registered training organisation (RTO). Some endorsed programs are delivered by school staff and the evidence of achievement is validated by the school.

RSHS has high expectations of our Year 11 and 12 (Senior School) students. The aim of the assessment policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together to allow students maximum opportunities to successfully complete their assessment program.

Assessment procedures must be valid, fair and allow discrimination among students across the full range of ability levels.

This policy covers the assessment of all WACE courses at Foundation, General or ATAR level, as well as endorsed courses and Units of Competency.

Definitions: The policy refers to WACE courses, endorsed programs and Units of Competency (UoC) within Certificate I, II, III and IV courses. Any statement using the term course will refer to all of the above.

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that adheres to current SCSA guidelines, to be submitted to the Academic Associate Principal by the end of Week 1 in Term 1.
- In all courses, a significant majority of at least 75% of student work and assessments will be supervised and completed in class and used to validate learning that occurs at both school and elsewhere.
- Ensure that assessments are an integral part of teaching and learning; educative; fair; designed to meet specific purpose/s; lead to informative reporting; lead to school-wide evaluation processes and provide significant data for improvement of teaching practices.
- Assessment tasks will have the following characteristics: validity; reliability and allow discrimination (clearly discriminate among students across the full range of ability levels).
- Maintain accurate records in Reporting to Parents (RtP) of student achievement and assessment and meet school and external timeframes for assessment and reporting.
- Provide a WACE course mark and grade at the end of each semester. Note that marks and grades given by teachers and the school, including those in RtP and on Connect, are provisional, subject to change, and must be accepted by SCSA before being considered finalised.
- Provide appropriate feedback at the end of each semester for endorsed programs and certificate courses.
- At the end of the year, provide a SCSA mark, exam mark and grade at the end of each course.
- Inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time. Initial contact to be made by letter, telephone or email and recorded in

Compass Chronicle; subsequent contact to be made by telephone and recorded on Compass.

- Inform parents, via Head of Learning Area (HOLA), at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- Refer to Head of Student Services (HoSS) Yr 11 & 12, any student at risk, including for attendance, engagement in class, non- submission of work, or performing below potential or below C grade standard.
- In consultation with their HOLAs, teachers will be flexible in the assessment requirements with students on alternative/flexible programs and provide modified programs and take prior work into consideration if the student transfers part of the way into the course or requires a modified assessment program.
- Provide ongoing and timely feedback to student, using marking and answer keys, as well as frequent feedback during class time.
- At the start of each unit (or pair of units) the teacher will provide a printed copy of the following to each student:
    - The syllabus for the course/stage
    - A course outline that included the following information:
        - The content
        - The sequence in which the content will be taught
        - The approximate time to teach each section of the unit/course
    - An assessment outline that includes the following information:
        - The assessment types
        - The weighting for each assessment task
        - A general description of each assessment task
        - A general indication of the content covered by each assessment task
        - An indication of the outcomes covered by each assessment task
        - The approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

STUDENT RESPONSIBILITIES

- Adhere to all instructions, rules and procedures regarding class work, assessment tasks and/or examinations as outlined in this Senior School Assessment Policy.
- Complete all course requirements by the due date.
- Maintain at least a 90% attendance rate, good conduct, and academic progress. Please refer to the school's Good Standing Policy for further details. Students are required to complete any missed work that occurred while they were absent.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, and make requests for extension of due date for assessment tasks, in advance.

- Use Artificial Intelligence (AI) tools ethically and only in accordance with teacher directions and school policy.
- Ensure that all work submitted for assessment appropriately acknowledges any permitted use of AI tools.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same unit, most or all of the assessment tasks will be the same or very similar. In such cases, to ensure no student is unfairly advantaged, the question papers/tasks used for in-class assessment will be collected at the end of the lesson. In their own interests, students must not discuss the nature of tasks with students from other classes until after all classes have completed the task.

Discussion of tasks will be considered a breach and students will be penalised.

Where RSHS uses the same assessment task or exam as other schools, or use externally prepared tasks, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

In some circumstances, for example Externally Set Tasks, or assessment tasks which require considerable preparation, and release of them would affect their security, tasks will not be released but will be available to students during class time for revision and feedback purposes.

EXAMINATIONS AND EXTERNALLY SET TASKS (ESTs)

All WACE ATAR courses will be examined in Semester 1 and 2. Externally Set Tasks will be conducted for each General and Foundation course in Year 12.

Courses will be run as semester or combined year long courses. End of year exams will assess content from the entire year.

Rules, procedures and penalties

- When attending examinations, students must adhere to the examination rules and procedures, which will be issued with the examination timetable in Semester 1 and Semester 2 and published on the school website. These rules and guidelines are based on the rules, procedures and penalties of SCSA WACE examinations.
- Breaches will result in an appropriate penalty, as detailed in the examination rules and procedures, based on SCSA consequences.

Sickness and misadventure (illness and other reasons)

- If a student does not attend an examination through sickness, a medical certificate must be provided, and their school assessment mark will be based on the remaining completed work.
- A student who provides appropriate evidence, i.e. medical certificate, may be given the opportunity, at the Associate Principal’s discretion, to sit the examination or be awarded a grade calculated from previous assessments.
- Holidays, special events or appointments that can otherwise be scheduled outside of school hours will not be accepted as a valid excuse for non-attendance at an examination.

- Students and families are reminded that external WACE examinations do not allow for 're-sitting' and in the case of sickness and misadventure, students must apply to SCSA for Sickness and Misadventure consideration. It is the parents' and student's responsibility to submit this form to SCSA.

Procedures to be implemented if an assessment is affected by a catastrophic event

- If an assessment is affected by a catastrophic event (for example: severe weather, fire, school closure due to plague or illness) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date or amended. If the event leads to disruption over a period of time, schedules of assessment will be adapted.

Students with special learning needs

- Students with a special educational need will have assessments (written, practical and school examinations) modified. These modifications will be consistent with those provided by the SCSA. For WACE examination candidates, modifications, depending on the individual student's needs, can include special equipment, provision of a scribe or additional time. A formal application will be made by the parent and student, in partnership with the school, to the Authority, early in the year in which the student intends to sit the examination.

- Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Modification of the assessment outline

- When a student's specific educational needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the HOLA. An individual education plan/documented plan will be developed showing any modifications to the assessment outline for the unit or pairs of units. The standard against which student achievement is assessed cannot be modified.

- When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

- If circumstances require change during the teaching of a course or pair of units, requiring the teacher to make adjustments to the scheduled assessment tasks, then an updated copy of the assessment outline will be provided to students clearly indicating the changes.

- Standards for student achievement will be applied in the same way as for all students. Students with special educational needs will be assessed on what they know and can do and not on what they might do if they did not have their disability and/or specific learning disability.

- If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications.

ASSESSING STUDENT ACHIEVEMENT

In each course (or pair of units) several assessment tasks occur during the semester/year (including end of semester exams in ATAR courses, and Externally Set Tasks in General and Foundation.)

Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement.

The teacher uses the total weighted mark, in conjunction with Grade Descriptors, from all assessment tasks when assigning a grade at the completion of a course or pair of units.

During every course or pair of units, 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). A marking key or answer key will also be provided.

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 described in the task brief provided to the students at the commencement of the task.

REPORTING OF STUDENT ACHIEVEMENT

Teachers report achievement at the end of Semester 1 and 2 in Year 11, and Semester 1 in Year 12. The report provides a comment for each course or pair of units, and the following information:

- A grade for the unit/s
- A mark for the unit/s. For practical courses, there will be a separate mark for the practical, performance or portfolio component.
- A mark for the semester exams, if applicable.

Marks and grades are provisional and subject to moderation and change, until accepted by the SCSA.

At the end of Year 12, students will receive a statement of results from the school. SCSA will provide official certification when all grades and marks have been accepted. This certification will be sent to a student's postal address.

Courses in Year 12 which have WACE external exams will have a statistically adjusted school mark reported by SCSA, on the student's Statement of Results. Details of the process used by the Authority to adjust marks submitted by the school are available on the Authority website.

PROCEDURES FOR ABSENCE FROM CLASS/MISSED WORK

General

Where a student can provide a medical certificate for extended absences it may be possible to modify the assessment program. Students and/or parents will discuss this with teacher/s or Head of Student Services as soon as possible, preferably before due dates.

Scheduled Assessment Tasks

- Absence from a scheduled assessment task (including tests and examinations) must be accompanied by an acceptable explanation (e.g. medical certificate) for the student to complete that assessment task or a similar task and gain credit.
- Students will complete all assessment tasks at the first opportunity upon their return to school. An appropriate penalty will be applied for any assessment task completed after the scheduled date,

unless a medical certificate is provided.

- Where possible, advance notification of absence is required.
- In cases where a student is unable to attend school to complete a scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue and time.
- For all VET students who are completing a certificate must refer to their RTO as per the qualification.

Failure to Submit or Complete Work

When an assessment task has not been submitted by the due date, the teacher will notify parents.

In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline.

For students attempting Units of Competency working towards a certificate course, they will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or complete the competency will put that student at risk of not completing the full qualification.

CHANGING SUBJECTS/COURSE

The assessment profile will be adjusted, for a student entering late into a course, so as not to disadvantage the student. Students cannot change courses after the due date without SCSA approval.

All course changes are dependent on the ability of the school to provide for the change and must have parental support. All applications to change courses must be submitted to the Associate Principal in writing.

Course changes must be completed by the end of Week 3 of the course.

Where a student changes school and/or course during a school year, credit for the completion of work in the same course will be negotiated upon the student and/or previous school supplying appropriate evidence

EXTENSIONS/LATE WORK

In cases where work is not submitted on time teachers will make their judgement on the evidence that is already available by the deadline.

If there is no evidence available a penalty of 10% per school day late, will be applied for non-valid reasons for late submission and 50% for 5 or more days late. This does not apply to students with a valid extension.

Any student who does not complete an assessment will be required to complete the assessment in their own time, at the direction of the school and will receive a penalty of 10% per school day late up to 50% for 5 or more days late.

A student may apply to the class teacher in writing by email for an extension to the due date for an assignment. NB: This must be applied for prior to the due date.

Any extensions granted must be recorded in COMPASS.

Extensions may be given in consultation with the HOLA, at the discretion of the teacher in cases of valid reasons, e.g. factors beyond the control of the student have resulted in the late submission of work.

Work submitted excessively late, as determined by the HOLA and teacher, may not be marked. The HOLA and teacher will consider SCSA deadlines, report deadlines and other matters when considering marking excessively late work.

USE OF ARTIFICIAL INTELLIGENCE (AI)

Rockingham Senior High School recognises that Artificial Intelligence (AI) tools can support learning when used appropriately and ethically. Students may use AI tools for learning activities where specifically permitted by their teacher.

Students must ensure that all work submitted for assessment is their own. The use of AI to complete or substantially assist with assessment tasks without teacher approval is not permitted.

Support and Education

Rockingham SHS is committed to educating students on the appropriate and ethical use of AI. Teachers will provide guidance to help students understand:

- When AI tools may be used for brainstorming, planning, research support or feedback.
- How to acknowledge and reference support provided by AI tools where permitted.
- The importance of submitting original work that demonstrates their own knowledge, understanding and skills.
- The limitations and potential inaccuracies of AI-generated content.

Academic Integrity and AI

Students are not permitted to submit work for assessment as their own where it has been:

- Generated wholly or substantially by AI without teacher approval.
- Copied directly from AI-generated responses without acknowledgement.
- Edited or rewritten by AI to an extent that misrepresents the student's own understanding.
- Combined with material from other sources without appropriate acknowledgement.

Suspected Misuse of AI

Where a teacher suspects that AI has been used inappropriately, the following processes may be used to authenticate student work:

- Discussion with the student regarding how the work was completed.

- Review of drafts, planning documents, research notes and working files.
- Completion of a comparable task under supervised conditions.
- Oral questioning to confirm the student's understanding.
- Use of plagiarism detection or AI-detection tools as part of the investigation process.
- Students will be provided with the opportunity to respond to any concerns before a determination is made.

Where it is established that a student has engaged in inappropriate use of AI, cheating, collusion or plagiarism, the penalty will normally be a mark of zero for the task or component of the task in which the breach occurred.

Parents/carers will be informed of the outcome. This process is consistent with existing school procedures relating to academic misconduct.

CHEATING, PLAGIARISM, APPROPRIATION, COLLUSION OR INAPPROPRIATE USE OF ARTIFICIAL INTELLIGENCE

If a student is believed to have engaged in inappropriate behaviour (such as cheating, plagiarism, appropriation or collusion) the school will inform the student and parent/caregiver.

The teacher or HOLA will investigate whether this behaviour has occurred and if it constitutes cheating, collusion, appropriation or plagiarism. The student will be provided with right of reply in this investigation.

Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion, appropriation, plagiarism or inappropriate use of Artificial Intelligence has occurred the school will inform the student and the parent/caregiver of the result of the investigation and penalty.

The penalty will be a mark of zero applied for the task or part of the task in which the behaviour occurred.

Authentication of out of Class Assessments

To authenticate student achievement in out-of-class assessments, a combination of the following strategies will be used:

- Teachers monitor ongoing progress of the task, for example monitoring a log-book documenting stages of the task
- Task is administered in-class with access to reference notes
- Validation of the out-of-class task by an in-class assessment task in test conditions after the submission of the out-of- class task
- Completion of task partially at home and partially at school
- Requirement of a student signed declaration stating all unacknowledged work is the student’s own.

USE OF NON-ORIGINAL MATERIAL FOR ASSESSMENT PURPOSES

Students are not permitted to submit for marking, as original, any work which is:

- Prepared or substantively contributed to by another person

- Copied or downloaded from the internet without acknowledging the source
- Paraphrases or summarises the work others without acknowledgement.

Ideas or images of others used in assessment tasks or ATAR practical examinations must be attributed (the original creator acknowledged).

Images, ideas, or works of art can be appropriated (borrowed or re-used in the context of a new work, presented in a new way which gives it a new meaning) but must be acknowledged.

Students doing ATAR practical examinations will acknowledge these sources through the appropriate acknowledgement form or candidate's statement.

ASSESSING INDIVIDUAL PERFORMANCE ON GROUP TASKS

To ensure the marking of a group assessment task considers different achievement of individuals within a group, teachers will typically use the following strategies:

- Teacher monitors individual and group progress
- Use of teacher monitored logbook to document stages in the task
- Peer evaluation.

ASSESSING STUDENTS TRANSFERRING BETWEEN COURSES AND/OR UNITS

Students will be able to transfer between courses in limited circumstances. The following will be considered in determining whether a student is permitted to transfer:

- Room in other courses;
- Circumstances of the student, for example medical requirements;
- Capacity of the student to cover the content of the education program they have missed;
- Capacity of the school to provide support for the student to cover the education program they have missed; or
- Impact on other students, for example creating the need for small group moderation groups in external WACE exam courses.

Transfer early in a program

The student will be withdrawn from the original pair of units, no grade will be allocated, and then they will be enrolled into a pair of units. The school will then:

- Provide extra work to cover the program they have missed;
- Provide missed assessment tasks for the student to complete;
- Have student complete similar tasks;
- Remove missed task/s and issue an amended course outline and weightings; and/or
- Consider whether tasks from the original pair of units may be included in the new pair of units, and adjusted to the same scale of the new course.

Late Transfers

Will only be made in exceptional circumstances, such as serious illness or personal situations. The school will consider possible modified assessment outlines in these circumstances.

ASSESSING OF STUDENTS TRANSFERRING BETWEEN SCHOOLS

On transfer into the school, the school will determine what course content has been completed and assessment tasks marked and use this information to determine what additional content and assessment tasks will be provided. The school will determine whether the student will complete the full assessment program, including missed assessment tasks, or a modified assessment program will be developed. A modified assessment outline will meet the assessment requirements of the syllabus. Students transferring between schools are reminded it is essential they retain all written assessment tasks and folios.

RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for retaining all of their marked written assessment tasks and folios. The school will retain all non-written assessment tasks. This material is required by teachers when assigning grades at the completion of the course or pair of units and may be required by the SCSA for moderation purposes. The use of the materials for any other purpose requires the written permission of the student.

The school may establish an assessment file for each student for each course in which to hold assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by SCSA. The written assessment tasks and/or folios are available to students for collection after the marks have been accepted. Some tasks sheets and answer keys will not be made available for collection, for example where they have been created by another party and their distribution is restricted, or where distribution will affect the school's capacity to use the materials in the future. All materials not collected by students at the end of a school year/term, and all non-written assessment tasks will be securely disposed of by the school.

ASSESSMENT REVIEW AND APPEAL PROCESSES

At the end of the year, students are provided with the mark and grade submitted to SCSA. A student may appeal these marks and grades, to determine the following:

- The school's assessment outline conforms with syllabus requirements
- The school's assessment policy conforms with the authority guidelines
- The school's assessment procedures conform to its own assessment policy
- There are any procedural or computational errors in the determination of the school mark and/or grade.

On receipt of a written request for a review from a student or their parent/caregiver, and the school will conduct a written review.

If the school's assessment review does not resolve the student's concerns, the student may appeal to SCSA against the school's assessment. This must be lodged, with the school's written review, by the closing date in each year, to SCSA. The closing date is published in the SCSA's Year 12 Information Handbook, available on the Authority's website.

USEFUL LINKS:

Students Online in Public Schools Policy - Policies - Department of Education

Australian Framework for Generative Artificial Intelligence (AI) in Schools - Department of Education, Australian Government

Year-12-Handbook-Part-1-2026-v2.pdf

Year-12-Handbook-Part-2-2026.PDF

SCSA Student Information | Examinations and Testing

SCSA Student Information | Curriculum