ASSESSMENT & REPORTING POLICY

IB Classes 11 & 12
VCAL
Table of contents

ASSESSMENT AND REPORTING ......................................................................................... 3
PHILOSOPHY .................................................................................................................. 3
OVERVIEW ....................................................................................................................... 3
   PARENT / GUARDIAN INVOLVEMENT .................................................................... 4
   THE SENIOR SCHOOL ACADEMIC PROGRAMME ................................................... 4
ASSESSMENT PRACTICES .............................................................................................. 5
FORMATIVE AND SUMMATIVE ................................................................................... 5
ASSESSMENT .................................................................................................................... 6
   IB DIPLOMA & VCAL COORDINATOR RESPONSIBILITIES ................................. 6
   TIMING AND NOTIFICATION OF IB & VCAL ASSESSMENT TASKS .......... 6
   VARIATION FROM PUBLISHED ASSESSMENT PROGRAMME ............................ 6
   EXTENSIONS FOR IB ASSESSMENTS .................................................................. 6
   ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION .......................... 6
   Absence due to illness or misadventure .................................................................. 7
   Other circumstances relating to illness or misadventure ....................................... 7
   SUBMISSION OF ASSESSMENT TASKS .................................................................. 7
   Teacher responsibilities ......................................................................................... 7
   Student responsibilities ....................................................................................... 7
   PARENT / GUARDIAN INVOLVEMENT ................................................................. 8
ASSESSMENT PROCEDURES .......................................................................................... 8
REPORTING ..................................................................................................................... 9
   Written reports .................................................................................................... 9
   Contents of the Written Report .......................................................................... 9
   Absence from Tests and Examinations ............................................................... 10
   Failure to submit Assignments/Projects/Fieldwork ......................................... 10
   Cheating, collusion and plagiarism .................................................................... 10
ROLES AND RESPONSIBILITIES ..................................................................................... 11
   Principal .............................................................................................................. 11
   School Responsibilities ..................................................................................... 11
   Sophia Mundi Organisational Chart ................................................................ 12
MONITORING AND ANALYSIS ...................................................................................... 13
VCAL ............................................................................................................................... 14
   APPEALS RELATING TO VOCATIONAL EDUCATION COURSES .................... 15
   COMPETENCIES ALREADY ACHIEVED ............................................................ 16
   RECOGNITION OF PRIOR LEARNING (RPL) ...................................................... 16
   CREDENTIALLLING .......................................................................................... 17
   VCAL/VET ........................................................................................................... 17
Appendix 1 ...................................................................................................................... 18
Appendix 2 ...................................................................................................................... 19
Appendix 3 ...................................................................................................................... 20
Appendix 4 ...................................................................................................................... 21
ASSESSMENT AND REPORTING

Rationale
To comply with National Curriculum and IB Standards and Practices

PHILOSOPHY
Sophia Mundi Steiner School (SMSS) recognizes the ongoing role of communication between teachers and parents concerning the well-being and academic progress of the children attending the school.

In the primary years the responsibility for this duty falls upon the Class teacher as the child’s caregiver and educator on a daily basis whilst at school while in the Senior School it is the Class Guardian that holds this responsibility. All teachers of a class report on each child’s learning outcomes to contribute to a picture of the Student’s experience at school.

In our school, parents and teachers constantly build pictures of each individual’s development through their achievements and challenges over time. Reporting is geared to offer continuous opportunities to share knowledge and understanding in order to plan and support the teaching and learning for all students.

To support and underpin our work with students and families in educating children at Sophia Mundi, we have implemented the Victorian Essential Learning Standards (VELS) as an assessment tool across all classes in primary and secondary years. VELS reflects consistency and congruency in recording and assessing individual and whole school progress in teaching and learning.

The VELS focus on assessing knowledge, behaviours and skills compliments the three-fold approach inherent in Steiner philosophy.

We reference our students against VELS progression points relevant to the age and stage of development within each class. These outcomes assist in building a picture of teaching and the student’s learning.

OVERVIEW
Background:
The assessment and reporting of student results especially at the Senior Secondary level is integral to the work of any school. As a school that prides itself on delivering a rich and challenging Senior Secondary program that stands apart from other programs offered in our region it is imperative that the courses offered at Sophia Mundi Steiner School are approved by VCAA or the relevant body, and their assessments and reporting are completed within the timeframes as specified by the relevant authorities (VCAA, VRQA, RTO etc).

Associated principles
Sophia Mundi Steiner School is committed to improving and developing in line with its core philosophy and with the focus of providing the best possible education for all the students in its care. Part of this commitment must extend to ensuring that all of our student assessments and our reporting meet the highest standards.

Sophia Mundi Steiner School recognizes the ongoing role of communication between teachers and parents concerning the well-being and academic progress of the students attending the school.
PARENT / GUARDIAN INVOLVEMENT

Parent - Teacher interviews
At any given time either parents or teachers may request a meeting when there is an area of concern.

If the parent feels uncomfortable about approaching the Class Guardian, it is the correct process to take the matter to the head of faculty. A bridge will be constructed to meet the needs of all concerned.

Teachers and parents may ask for a support person to attend meetings.

Class parent meetings
These are informative sessions. A speaker may be invited to bring deeper understanding to a subject area. A colleague or mentor may attend to offer support or bring information; student and new teachers may attend to gain experience.

The content of these meetings varies to meet the needs of the class and may include: curriculum content, camp planning, excursions, teaching strategies and techniques, health and well-being of the students, whole school directives, parent concerns etc.

The impulse is to meet the needs of the class and support the teaching and learning of Steiner education at Sophia Mundi.

THE SENIOR SCHOOL ACADEMIC PROGRAMME

The Class 11/12 graduating pathways programmes planned are: IB Diploma, IB certificates and VCAL. Each graduating pathway will include an academic balance where the arts, sciences, mathematics, mother tongue, foreign languages, social sciences, humanities and physical education are all integrated and completed over a course of 2 years; and in Classes 11 and 12, an independent year long Extended Essay.

Sophia Mundi has adopted this policy for the assessment of Senior School work. At the beginning of Class 11 all students will receive a Senior School Handbook where assessment guidelines for each subject are outlined:
- The details of the course structure
- The types of assessments that will be used
- The timing and nature of each assessment
- The work that will be covered in each assessment

At various times during the year, students will receive information about their progress.
ASSESSMENT PRACTICES

FORMATIVE AND SUMMATIVE
Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. These may take the form of the following:

- State assessments benchmark or interim assessments (GAT) – check this with the handbook
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability (report grades).

The Key to Summative assessment results is to gauge, at a point in time, where the student is in relation to certain content standards. It is the practice of SMSS to use summative testing in the higher classes to support or provide information to make instructional adjustments to increase learning outcomes.

Formative Assessment is an important tool across SMSS as all teachers are required to attend College meetings where child and age appropriate curriculum development is studied. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.

Students are assessed against the International Baccalaureate (IB) Diploma Programme assessment criteria and for VCAL and VET under the umbrella of the VCAA rather than against other individuals in the class. This is a criterion related approach to assessment. Assessment is both formative (to enhance learning) and summative (to assess their current achievement). Students and parents are informed in advance of all IB summative assessments. IB Diploma Students are provided with the assessment criteria prior to starting a task. Assessment criteria are explicit and make clear the objectives to achieve. In addition, task specific clarifications are also provided. Students are required to regularly peer and self assess. Students complete a written reflection on their summative assessment tasks. Where appropriate, each assessment item, which includes the task, assessment criteria, teacher comment and student reflection is sent home to parents/guardians to view and sign.
ASSESSMENT

IB DIPLOMA & VCAL COORDINATOR RESPONSIBILITIES
It is the responsibility of each Coordinator to:

- ensure that all Teachers in the Senior School are provided with current course information and documentation.

- ensure that teachers within the Senior School are aware of and comply with the requirements specified by the awarding State bodies (VCAA, VRQA, RTO) and the IBO with respect to the assessment program, student enrollment, results, attendance, and reporting these to: the student, the school, and the VCAA within the timeframes specified by the VCAA and IBO.

TIMING AND NOTIFICATION OF IB & VCAL ASSESSMENT TASKS
The IB & VCAL Coordinators in consultation with the subject teachers will negotiate a suitable date (or dates) for each Assessment Task. Once determined the date(s) will be placed on the Sophia Mundi’s School managebac system, which is available through the intranet on the School’s Website.

At least two weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the subject teacher will give the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing.

VARIATION FROM PUBLISHED ASSESSMENT PROGRAMME
Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the IB or VCAL coordinator will negotiate a new date with staff and advise the students in writing. Wherever feasible the coordinator will endeavour to consult with the classes affected, but this will not always be possible.

EXTENSIONS FOR IB ASSESSMENTS
Extensions will only be granted by the IB coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, he/she must apply in advance in writing to the subject teacher and the IB coordinator involved. (See the Assessment and Reporting Procedure manual)

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION
Absence due to illness or misadventure
If a student is very ill on the day of an Assessment Task or Examination, he will not be able to attend. Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his/her attendance. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature. (See the Assessment and Reporting Procedure manual for detail.)
Other circumstances relating to illness or misadventure
When a student presents himself or herself for an Examination or Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, they may make a claim for Misadventure. Students must obtain a Doctor’s Certificate (from a medical doctor who is not a relative), covering the day of the Assessment. This should be submitted to the relevant coordinator as soon as possible.

SUBMISSION OF ASSESSMENT TASKS
Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student’s teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the relevant coordinator.
(Please refer to assessment & reporting procedure document)

Teacher responsibilities

- Teachers within the Senior School will ensure that the creation, delivery and marking of student assessments are in compliance with the IB or VCAL syllabus approved course study design and assessment handbook (or equivalent), that their assessments are authentic and verifiable, and in keeping with the Teaching and Learning guidelines of SMSS.
- Teachers will provide assessment and outcome results to the designated officer (IB Diploma or VCAL Coordinator) of the school for reporting, retention, and analysis at the end of each semester.
- Ensure that assessments are fair, valid and reliable and seek moderation whenever possible to enhance objectivity and contribute to shared understanding of the judgements made.
- Provide students with timely assessment feedback and guidance. Assessment criteria should be distributed to students and discussed two weeks in advance. They should have a sound understanding of what it is they are expected to demonstrate through the particular task and the expected qualities of high-level responses.
- Maintain accurate records of student achievement
- Meet school timelines for assessment and reporting
- Inform students and parents of academic and social progress as appropriate.

Student responsibilities

It is the student’s responsibility to:

- complete all course or subject requirements by the due date
- initiate contact with teachers concerning requests for extension of due date
- maintain a good record of attendance, conduct and progress
PARENT / GUARDIAN INVOLVEMENT

Initial parent/guardian interviews
The Class Guardian, Head of Senior School or IB/VCAL coordinator meets with parent/s or care-giver/s to share any relevant information in relation to the student’s academic, emotional and social needs.

Parent - Teacher interviews
At any given time either parents or teachers may request a meeting when there is an area of concern.
If the parent feels uncomfortable about approaching the Class Guardian, it is the correct process to take the matter to the head of faculty. A bridge will be constructed to meet the needs of all concerned.
Teachers and parents may ask for a support person to attend meetings.

Class parent meetings
These are informative sessions. A speaker may be invited to bring deeper understanding to a subject area. A colleague or mentor may attend to offer support or bring information; student and new teachers may attend to gain experience.

The content of these meetings varies to meet the needs of the class and may include: curriculum content, camp planning, excursions, teaching strategies and techniques, health and well-being of the students, whole school directives, parent concerns etc.

The impulse is to meet the needs of the class and support the teaching and learning of Steiner education at Sophia Mundi.

ASSESSMENT PROCEDURES

Assessment procedures and policies are in the hands of the separate subject departments. However, in general, the following will apply:

1. Students are assessed against the International Baccalaureate (IB) Diploma Programme (DP) or VCAL assessment criteria, rather than against other individuals in the class. This is a criterion-related approach to assessment.
2. Assessment is both formative (to enhance learning) and summative (to assess their current achievement).
3. Students and parents are informed in advance of all summative assessments through the interim or semester reports. (see SMSS assessment and reporting procedure)
4. Students are provided with the assessment criteria two weeks prior to a task. Assessment criteria are explicit and make clear the objectives to achieve. In addition, task specific clarifications are also provided.
5. Students are required to regularly peer and self assess.
6. Students complete a written reflection on their summative assessment tasks.
7. Where appropriate, each assessment item, which includes the task, assessment criteria, teacher comment and student reflection is sent home to parents/guardians to view and sign.
8. Assessments are marked and returned promptly.
9. Students are provided with a variety of tasks to enable them to demonstrate achievement of the assessment criteria in a variety of contexts.
10. Students are given more than one opportunity to achieve a criterion level.
11. Tasks are provided at a variety of levels to enable students to show what they can achieve.
REPORTING

Written reports
Parents receive a written report on their student’s school performance twice a year, at the end of each semester. All reports are confidential documents intended for parent use, but it is reasonable to expect that parents will discuss report contents with their children. A meeting time is encouraged to share information and strategies for future teaching and learning after receiving the written report.

Written reports are the end product of several assessment tools. These may include:
• achievements according to criteria and outcomes and Learner Profile
• checklists of achievements
• observations
• where relevant, Support Education reports

Strategies for improvements of student outcomes are discussed at parent interviews.

Parents can ask the school to provide them with written information that clearly shows their child’s achievement in comparison to that of other students in the class. (See appendix 3 for a sample of an IB Diploma student report)

Contents of the Written Report
All student reports have an overview written by the Class Guardian and detailed subject discipline reports.

Areas of Learning assessed:
Classes 1 – 10: Subjects of the 8 Key Learning Areas

<table>
<thead>
<tr>
<th>IB Diploma:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong> English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Group 2</strong> LOTE</td>
<td>French</td>
</tr>
<tr>
<td><strong>Group 3</strong> Humanities</td>
<td>History or Environmental Systems and Societies</td>
</tr>
<tr>
<td><strong>Group 4</strong> Experimental Sciences</td>
<td>Environmental Systems and Societies, Chemistry or Physics</td>
</tr>
<tr>
<td><strong>Group 5</strong> Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Group 6</strong> Arts</td>
<td>Visual Arts or Music</td>
</tr>
</tbody>
</table>

Creativity, Action & Service (CAS)

Theory of Knowledge (ToK)

VCAL: Literacy & Numeracy units, Personal Development skills and work related strands. VET units.

Support Education reports – where applicable, written by Extra Lesson, Literacy and/or Numeracy teacher
Absence from Tests and Examinations
A student who knows that he is going to be absent has the responsibility to inform his class teacher well in advance, so that suitable arrangements can be made.

Students who miss a test or examination without giving prior notification will be given zero. This result may be amended if documentation outlining the appropriate medical / misadventure circumstances is provided and special consideration is granted. The result is determined as an estimate or by sitting a supplementary test or exam.

Failure to submit Assignments/Projects/Fieldwork
If a student fails to submit work on time, without a valid reason, parents, IB DP/VCAL Coordinator and the Principal will be notified. Failure to submit work in Class 11 and 12 could result in a U (Unfinished) for the course.

Students who are absent when work is due must submit the work online or on return to School or as soon thereafter as possible. A student may gain an extension of time without penalty provided a valid reason is given in advance of the due date.

If an assignment is due on the day of a School excursion or camp or a pre-arranged absence, it should be submitted before the student leaves.

Computer failure may not be taken as a valid reason for the late submission of an assignment.

Cheating, collusion and plagiarism
All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking / rating, as original, any work which contains:
- identical material to the work of another person (eg. another student, a parent, a tutor)
- identical material to a published work unless the source is acknowledged in referencing.
- Students must not cheat (i.e. engage in a dishonest act to gain unfair advantage)

If a student is believed to have engaged in cheating, collusion or plagiarism the matter will be referred to the IB/VCAL Coordinator and Principal. As part of this process the student will be provided with the right of reply. If it is demonstrated beyond reasonable doubt that the student has cheated, colluded or plagiarised then a mark of zero will be given and the student will be asked to resubmit. If repeated transgressions occur, parents will be notified.

If cheating in an examination or test is established, then a zero will be given for the whole paper. The parents of the student will be advised by the Principal or IB/VCAL Coordinator. A student who willingly allows another student access to his/her work will also score zero.

Where plagiarism occurs in the Extended Essay, parents are involved immediately and re-submission is required. If re-submission is not at a sufficient standard a fail will be recorded. Please refer to SMSS policy on academic honesty.
ROLES AND RESPONSIBILITIES
Accountabilities with regards to Assessment and Reporting:

Principal
- Attendance at faculty meetings as required
- Availability for class parent meetings
- Compliance with all statutory reporting requirements
- Student academic outcomes

School Responsibilities:
- The School undertakes to ensure that all the staff understand their responsibility in relation to producing, maintaining and retaining school records.
- The school undertakes to provide teachers and other relevant staff with the necessary training and resources to enable them to produce, maintain and retain records at a high standard.
- The school undertakes to provide safe and secure infrastructure, both electronic and physical, for the storage and efficient retrieval of school records.
- The school will provide a written procedure and annual deadlines for the collection and analysis of the relevant student records.
- The school will ensure that a report of the same is produced and made publicly available.
- The school will ensure that a strategic improvement plan is in place that is based on the analysis and report of above.
Sophia Mundi Organisational Chart

The College of Teachers: All educational staff including class teachers & specialist teachers from the Music, Support Education and Outdoor Education Departments.
MONITORING AND ANALYSIS

Purpose:
This Procedure is to ensure that the school and its teachers understand the requirements placed upon them by legislation both State and Federal pertaining to the collection, analysis and reporting of student participation completion and outcomes results.

Background:
The monitoring and analysis of student performance indicators at the level, as in other parts of the school, is essential to the task of teaching. As a school that prides itself on delivering a rich and challenging programme, it is necessary for us to maintain rigorous monitoring and analysis that fairly identifies student performance indicators, including but not limited to: student participation, student completion rates, and the quality of the outcomes.

Associated Principles:
Sophia Mundi Steiner School is committed to improving and developing itself in line with its core philosophy and with the focus of providing the best possible education for all the students in its care. Part of this commitment must extend to ensuring that Senior School programme is monitored and analysed to ensure it meets the standards as set by the VCAA and the International Baccalaureate as well as our high standards.

Sophia Mundi Steiner School and its teachers are committed to the philosophy of continual improvement. To this end SMSS gathers student data for recording, reporting, monitoring and analysis. The data collected for monitoring and analysis includes but is not limited to: student participation, student completion rates, and the quality of the outcomes. The analysis of this data will show key information such as:

- Proportion of students in the year level undertaking a unit of study
- Proportion of students undertaking a unit of study completing the same
- Proportion of students receiving an overall mark at or above 65% within a course of study
- A comparison of the above against historical data

See Appendix 4 for detailed Procedure
VCAL

ASSESSMENT OF COMPETENCIES

Assessment for Vocational Courses involves the testing of competencies. Assessors and trainers are required to have the appropriate qualification, TAA401014 Certificate IV in Training and Assessment, to be able to teach and assess student’s competence.

A competency is a skill or set of skills required to achieve an outcome required by the course. The competencies required by Vocational courses are determined by Industry bodies and have national application. To complete a Vocational course, a student must be able to demonstrate achievement of all the required competencies. Although pragmatic allowances may be made, wherever possible, for illness and misadventure, in no circumstances can students be exempted from their obligation to demonstrate achievement of the required competencies.

VET courses are competency-based. No internal assessment mark is required for these courses. VCAA require that a competency-based approach to assessment be used, and that a record be held by our Registered Training Organisation (RTO) of the competencies achieved by each student.

In a competency-based course, assessment of competencies is criterion-referenced. Thus a student’s performance is judged against a prescribed standard, not against the performance of other students. Students are deemed either Competent or Not Competent in relation to each competency. There are no marks or graduations of competence, and marks are not awarded. The achievement of competencies may be demonstrated at any point during the course. Thus, while there will be formal Assessment events at which the teacher assesses students’ achievement of particular competencies, unsuccessful students can be retested at other times when they may be more able to demonstrate the competency or competencies required. Notwithstanding this, however, the following points should be noted:

1. A student is not generally permitted to commence a Vocational course after the end of first Term unless the Senior School Head and Principal is satisfied that the student can complete the requisite hours and competencies for the course.

2. In the case of competencies assessed within the School, it will not be possible for teachers to organise unlimited individual assessment sessions for students who have fallen behind.

3. In the case of competencies taught and/or assessed outside the School, or taught and/or assessed at the School by an outside provider, it may not be possible for the School to make another arrangement for re-teaching or re-assessment, the responsibility for which may then fall to the student themselves.

4. The timely achievement of some competencies (such as Occupational Health and Safety competencies) may be necessary for students to be able to proceed with the course, or to undertake work placements.

In this context, it is important to note that successful completion of a Vocational Course also requires students to undertake a required number of hours of work placement in an appropriate industry workplace.
Students studying VET Industry Curriculum Framework course must complete the mandatory work placement hours in order to be deemed satisfactory. All students going on Work Placement are required to complete a Work Placement journal during placement. This journal forms part of the evidence required for completion of mandatory work hours and is expected to be submitted to the VET/VCAL coordinator concerned on return to the School.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal or Head of Senior School may indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.

**APPEALS RELATING TO VOCATIONAL EDUCATION COURSES**

Students have access to an appeals process if they are dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between the student and the assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, the teacher’s direct Head of School will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process may be initiated. Formal appeals may only be based on alleged problems with the assessment process rather than the fact of an unsuccessful assessment result.

Students can lodge a formal appeal in writing to the Head of School, who will convene a meeting between concerning parties. Appeals must be lodged within **ten (10) school days (weekend and working days included)** from the date of assessment. Appeal submissions are recorded by the School which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The student has a right to speak to the Appeals meeting in support of their Appeal, if they wish, but they may not be present for the meeting deliberations.

If the appeal is upheld, the School will arrange a re-assessment process with the student concerned.
COMPETENCIES ALREADY ACHIEVED

Students who have already achieved one or more of the competencies required by a course, and who produce appropriate documentation from a Registered Training Organisation (RTO) to this effect, may be exempted from further assessment of these competencies. Original documentation, or copies of same, certified by a Justice of the Peace, must be made available to the VCAL coordinator, who will forward a copy to the appropriate staff members.

In most circumstances, students who have already achieved particular competencies will still be required to participate in the class activities, although the teacher may allocate them different tasks to undertake, and they will not be required to undertake further assessment of the particular competencies.

A student will be considered to have satisfactorily completed a course if, in the VCAL coordinator’s view, there is sufficient evidence that the student has:
   a. followed the course developed or endorsed by the VCAA; and
   b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
   c. achieved some or all of the course outcomes.

RECOGNITION OF PRIOR LEARNING (RPL)

Students who believe that they are already capable of demonstrating one or more of the required competencies, because of learning achieved in the workplace or through other life experiences (of an appropriate type and at an appropriate level), may apply for Recognition of Prior Learning (RPL).

Applications for RPL must be made in writing and should be directed to the course teacher. Applications must be submitted in a timely manner, as early in the course as is practical and reasonable. An application must give details of why the student believes that he can already demonstrate the competency or competencies, sufficient that the teacher may make an informed judgment regarding the likelihood that the student is already competent. Based on the evidence of the application, and possible investigation, which may include the student being asked to provide further evidence or to demonstrate the competency or competencies, the teacher will determine whether or not the student can be granted RPL in relation to one or more competencies. This determination will be conveyed in writing to the student.

Should a student be dissatisfied with the outcome of an application for RPL, he may appeal to the Principal whose decision in the matter will be final.
CREDENTIALLING

Successful completion of a Vocational Course will result in the student having the course listed on their certificate and counting towards the minimum number of units required, and being issued with a credential listing the competencies achieved in the course. Being awarded an Australian Qualifications Framework (AQF) VET Certificate.

A Statement of Competencies Achieved listing all units of competence satisfactorily achieved accompanies the Certificate. These documents are issued by the School’s Registered Training Organisation on behalf of the VCAA.

A Statement of Attainment is issued to students in Vocational courses who partially complete the requirements of an AQF Certificate. The statement is issued by the School’s Registered Training Organisation on behalf of the VCAA. The Statement of Attainment is recognised within the AQF.

Successful completion of IB certificates as an adjunct to a vocational Course will result in a mark for the course being and the mark for one Vocational course being eligible for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR), subject however to other conditions required by the Universities.

VCAL/VET

For the Senior School curriculum to be genuinely comprehensive, it must cater for the needs of all students. In the interests of meeting the needs of young adults and the requirements for an increasingly skilled workforce, SMSS, as a Registered Training Organisation, offers students the opportunity to undertake Certificate II and III level courses within their IB Diploma studies. Completion of a VET program enables students to graduate with both IB Diploma certificates (with an ATAR score) and a nationally recognised Vocational Education and Training qualification.
Appendix 1

Class 12 students will receive a grade or level for each subject studied - provided the course and the assessment items for that course have been completed. A student may confirm with the Curriculum Subject teacher for each of his/her subjects that results for assessment items have been entered correctly.

A student may ask for a review of their results to determine whether:

- the assessment procedures conform with IB course outlines
- the assessment procedures at SMSS conforms with School Policy
- there are any procedural or computational errors.

A review must be requested within five School days of issue of results. In a review, work will not be remarked.
Appendix 2

RECORDS OF STUDENT ACHIEVEMENT YEARS 7-12

The School maintains the following records of student achievement:

1. All Primary school semester Reports from SMSS
2. Results of entry testing conducted prior to the student’s entry into Year 7 and copy of the students last report.
3. Results of national literacy and numeracy tests conducted in Classes 3, 5, 7, and Class 9
4. Records of results earned in the International Baccalaureate Diploma.
5. Records of results earned in VCAL.
6. Records of calculated University Admission Indices
Appendix 3
IB sample report

First Academic Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade / Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A1, Grade 12</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics, Group 5</td>
<td>5</td>
</tr>
<tr>
<td>Physics, Group 4</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry, Group 2</td>
<td>5</td>
</tr>
<tr>
<td>Biology, Group 1</td>
<td>5</td>
</tr>
<tr>
<td>Business Studies, Low Level</td>
<td>5</td>
</tr>
<tr>
<td>Economics, Group 3</td>
<td>4</td>
</tr>
</tbody>
</table>

Grade Descriptors

- A: Excellent understanding of the content, knowledge and skills, and the ability to apply them effectively in a variety of contexts. Ability to think critically and independently, and the ability to solve problems effectively.
- B: Good understanding of the content, knowledge, and skills, and the ability to apply them effectively in a variety of contexts. Ability to think critically and independently, and the ability to solve problems effectively.
- C: Basic understanding of the content, knowledge, and skills, and the ability to apply them effectively in a variety of contexts. Ability to think critically and independently, and the ability to solve problems effectively.
- D: Minimal understanding of the content, knowledge, and skills, and the ability to apply them effectively in a variety of contexts. Ability to think critically and independently, and the ability to solve problems effectively.
- E: No evidence of understanding of the content, knowledge, and skills, and the ability to apply them effectively in a variety of contexts. Ability to think critically and independently, and the ability to solve problems effectively.

IB Diploma Core

The IB Diploma Programme is a demanding and rigorous course of study that prepares students for life in a global society. The programme is designed to develop students who are academically strong, who think critically and independently, who communicate effectively, who are open-minded, who are knowledgeable, who are principled, who are well-balanced, and who have a sense of purpose. The IB Diploma Core consists of six subjects: English A1, Mathematics, Biology, Chemistry, Physics, and History.

IB Learner Profile

The IB Learner Profile is a set of characteristics that all IB students are expected to develop over the course of their studies. These characteristics include: knowledge and understanding, thinking skills, and communication skills. The IB Learner Profile also includes a set of attributes that are important for success in a global society: inquiry, communication, collaboration, ethical understanding, global and local perspectives, and personal and social responsibility.

IB sample report

Dear Parents,

Please find attached your child’s IB Diploma Sample Report for Semester A, 2012. This report is designed to provide you with an overview of your child’s academic progress and personal growth during the first term of the programme.

Sincerely,
[Signature]
Principal

[Signature]
[IB Diploma Sample Report]
Appendix 4
Procedure for Monitoring and Analysis for IB:

1. Teachers will provide the following information to the IB Coordinator at the end of each semester:
   - The name of each unit, outcome or topic number (i.e. Revolutions Unit 3 / Outcome / Topic 1)
   - A list of all students completing the unit
   - The percentage score for each student as detailed in the IA timetable
   - The mark for each student
   - The overall assessed unit result for each student when the unit is complete (and grade where applicable)
   - A list of students who did not complete or only partially completed the unit and their result

2. The IB Coordinator/Educational administrator will enter the relevant information into IBIS in accordance with the IBO and IB administrative guidelines.

3. The Education Administrator will enter the data above into a spreadsheet or similar program that will generate the following analysis:
   - Number of students per year level: the number of students enrolled in a unit and a comparison against historical data
   - Number of students enrolled in a unit: the number of students receiving an “S” and a comparison against historical data
   - The percentage of students within a unit receiving an overall grade equal to or greater than 65% and a comparison against historical data

4. The Education Administrator will provide the above analysis to the School Principal for inclusion in the annual report and or other reports as per current requirements.