



Lae International School

ACADEMIC POLICIES

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POLICY 1: ASSESSMENT AND REPORTING

1. ASSESSMENT & REPORTING PHILOSOPHY

- 1.1 LIS recognizes that teaching, learning, assessment and reporting of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.
- 1.2 The main purpose of assessment and reporting is to improve student learning.
- 1.3 Effective assessment provides ongoing feedback about student learning.
- 1.4 Effective reporting presents accurate information about student achievement.
- 1.5 Assessment and reporting are a fundamental part of the learning process. They are inextricably linked.
- 1.6 Our assessment and reporting practices will reflect our international context, as well as the ethos and values of this school community.
- 1.7 Our assessment practices must be in line with our ACADMIC HONESTY, LANGUAGE, SPECIAL EDUCATION, ESSAY PRESENTATION and GIFTED AND TALENTED POLICIES.
- 1.8 LIS encourages effective assessment practices that promote learning by inspiring, motivating and challenging all learners, in order to develop students who, reflect the outcomes of national and international education bodies whose programs we teach.
- 1.9 LIS believes that assessment and reporting
 - Monitors the progress of student learning and achievement;
 - Produces coherent feedback for students, parents and external institutions; and
 - Informs curriculum and assessment review;
 - Is integral to all aspects of the curriculum;
 - Should be authentic, informative, personalized, and collaborative, involving teachers, students and parents
 - In adherence to set schedules and plans, assessment will not be administered under any circumstances apart from set

This assessment and reporting process allows **students** to recognise their own performance and so involves them in

- self-assessment: self-monitoring, self-regulation and self-reflecting;
- determining the steps needed to improve their performance.

Therefore, we provide students with;

- Learning outcomes against which they will be reported, course aims and goals (grade 7-10) and assessment criteria (grades 11-12) a consistent format and structure for assessment and reporting criteria across the curriculum
- Unit Assessment Outlines which show relevant assessment information and course outline
- Access to all relevant policies via the school web site, unit assessment outlines and assessment task sheets
- This assessment and reporting process provides parents with information that allows them to support their child's learning; recognise their child's performance and the areas where improved performance is required.

Therefore, we provide for parents

- Learning outcomes against which they will be reported, course aims and goals (grade 7-10) and assessment criteria (grades 11-12) a consistent format and structure for assessment and reporting criteria across the curriculum
- Unit Assessment Outlines which show relevant assessment information and course outline
- Access to all relevant policies via the school web site, unit assessment outlines and assessment task sheets

This assessment and reporting process involves **teachers** in

- recognising prior learning;
- encouraging students to take responsibility for their own learning;
- recognising the performance of individual students in their class and taking steps to help them to improve that performance;
- reflecting on the effectiveness of the learning strategies selected and the programs developed to support student learning;
- using the information collected to accurately report student achievement.

Therefore, we

- provide ongoing informal and formal feedback about student learning;
- provide multiple opportunities for students to demonstrate achievement;
- provide high quality formal assessment opportunities;
- provide opportunities for students to assess their own performance against explicit assessment and reporting outcomes and criteria;
- collect and synthesise the information provided through these processes to effectively report student achievement;
- collaborate with colleagues and use all available assessment information, including student work samples, to accurately report student achievement.
- analyse the information provided by assessment and reporting processes and use this information to help evaluate the effectiveness of learning programs.

2. PRINCIPLES

2.1 Throughout the curriculum and instructional process assessment should;

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by external authorities and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Be internally standardized both at departmental and grade level;
- Provide feedback to staff in the department on the effectiveness of the teaching strategies used;
- Identify areas of the curriculum or teaching program which are inadequate or need to be reviewed
- Be the basis of writing school reports to inform the students and parents of their progress during each assessment period.

3. RIGHTS AND RESPONSIBILITIES

3.1 Teachers, and school leadership responsibilities include

- 3.1.1 ensuring that effective assessment programmes are developed and implemented
- 3.1.2 ensuring that such programmes are in accordance with ACTBSSS, PNGSC, HSC, and IGCSE performance criteria and any additional regulations
- 3.1.3 ensuring that such programmes are documented in each Department's Manual
- 3.1.4 ensuring that all assessment is free of any bias
- 3.1.5 ensuring that all assessments are checked to verify they accurately assess knowledge, skills, attitudes, and values
- 3.1.6 ensuring, through evaluation procedures, that levels of achievement are maintained and that pupil achievement reflects the requirements of the course performance criteria
- 3.1.7 communicating with students, parents, supervisors and colleagues as appropriate
- 3.1.8 correcting and returning students' work within 7 days of submission/completion
- 3.1.9 entering scores onto mark books on staff server or ACT website within 7 days of submission/completion
- 3.1.10 developing a process to ensure students are given adequate notice in order to improve their approach if they are failing to meet the requirements of the course
- 3.1.11 ruling on cases where there is doubt concerning the authenticity of work
- 3.1.12 providing a clear, transparent and equitable process of appeal for students.

3.2 Students' responsibilities include;

- 3.2.1 being active participants responsible for their own learning and assessment
- 3.2.2 maintaining an effective diary or planner
- 3.2.3 seeking and acting upon feedback, setting and meeting their own goals and deadlines
- 3.2.4 communicating constructively with teachers, parents and their peers
- 3.2.5 completing the tasks that are set as part of the assessment process by the due date and stipulated time
- 3.2.6 submitting hard copies for all assessments unless otherwise specifically instructed

Please note: Problems with technology will not be accepted as an excuse for the late submission of work. Please ensure, as in the workplace, that all work is regularly backed up and the effectiveness of this back up is checked.

Under no circumstances will electronic versions be accepted in place of a written copy unless specifically instructed. The School will not under any circumstances print material in order for a student to submit a hard copy.

- 3.2.7 keeping a copy of the task as submitted
- 3.2.8 ensuring that you are not involved in any malpractice

- 3.2.9 following all set procedures as specified in the assessment policy and process documentation including: Provision of appropriate documentation for illness/misadventure appeals

3.3 As a student you have the following rights in relation to the assessment process.

You have the right

- 3.3.1 to be fully informed of all relevant details of the assessment process.
- 3.3.2 to expect to only complete/submit no more than two (2) assessment tasks on any day.
The exception to this is during periods of examinations.
To receive corrected assessments within seven (7) days
- 3.3.3 to receive adequate notice in order for you to improve your approach if you are failing to meet the requirements of the course.
- 3.3.4 to special provisions in the case of having identified specific learning needs.
- 3.3.5 to appeal - see section 19 Appeals

3.4 Parents' responsibilities include;

- 3.4.1 being active participants in assessment practices
- 3.4.2 supporting student learning
- 3.4.3 help create a holistic learning environment
- 3.4.4 taking opportunities to reinforce school learning
- 3.4.5 communicating constructively with students and teachers.

4. FORMATIVE AND SUMMATIVE ASSESSMENT

- 4.1 Formative and summative, internal and external, and formal and informal assessment have different meanings as referenced by the relevant authorities to whom we report; therefore, we define them as below.
- 4.2 Formative assessment is designed to develop and improve teaching and learning and is linked to the ongoing teaching and learning processes providing feedback that is used to adapt and improve these processes.
- 4.3 Formative assessment may be formal or informal e.g. quizzes, book marking, short written assessments, interviews, class discussions, monitoring/questioning/ commenting on students engaged in an activity, comments on self/peer assessed work.
- 4.4 Summative assessment happens at the end of a teaching and learning sequence and is planned to obtain data to enable an overall description of a student to be reached by a teacher, examining body, employer etc.
- 4.5 These types of assessments may include tests, presentations, investigations, projects, lab reports, exams etc.
- 4.6 At LIS both the PNG and ACT systems use continuous internal assessment as part of the process for awarding final results and therefore while some assessment instruments used as part of the process of arriving at the students' final internal mark might be regarded as formative it must be accepted that their primary purpose for these systems is summative.
- 4.7 As a result, they must measure actual students' achievement and be formally rigorous in methodology.



5. UNIT AND ASSESSMENT OUTLINES

Students are able to enrol in the PNG curriculum only or the PNG and the partnered curriculum. The content coverage is carefully planned and clearly aligned in the Unit and Assessment Outlines. Unit and assessment outlines have been developed to ensure that the partnered curriculums are covered during an academic year. Teachers are expected to design assessment tasks that enable students to achieve according to their designated curriculum. The assessment tasks will generally be the same for both cohorts but the following modifications must be made:

- In the marking rubrics or marking schemes
- Tasks may have more than one activity and the activities may target different curriculum cohorts
 - Students completing the ACT curriculum may be expected to complete an extension to the assessment task which requires them to demonstrate the critical analysis and evaluation demanded by the ACT curriculum.
- In some instances, separate tasks may need to be set in response to content coverage.

The partnered curriculum are:

- IGCSE and PNG
- ACT and PNG

At the end of each academic semester staff conduct a review of the teaching and learning for the semester. During this review they refine Unit and Assessment Outlines and make adjustments to the coverage on content and processes within the teaching and learning schedules as well as to Assessment Task Outline.

While the Assessment Task schedule is outlined for the next academic year teachers have the professional expectation to modify assessments in response to the students and other unplanned external factors.

At the beginning of each semester, teachers are supplied with the LIS yearly plan or overview to be used for planning the semester.



6. ASSESSMENT TASK OUTLINES

Assessment task outlines are prepared for each assessment task that students complete. These outlines are reviewed annually. Students are given the task either at the beginning of the unit or at a time where they are preparing to complete and submit the task.

Assessment task outlines include the following details:

| <i>Assessment Task Outlines</i> | |
|----------------------------------------|------------------------------------|
| Course Title | Task Type |
| Unit Title | Weighting – LIS% and PNG |
| Grade | Marks |
| Calendar Year | Assessment Task Details |
| Semester | Assessment Criteria |
| Due Date | Assessment Marking Scheme / rubric |

Teachers are to save an electronic copy of the Assessment Task Outline on the school server.

Assessment tasks are designed to measure the students' knowledge and understanding of the topics studied and their competence in the required skills as stated in the relevant course document as provided by the relevant authorities.

Teachers are expected to use a variety of assessment tasks to ensure a representative view of student assessment is achieved. The selection of Assessment Task type and weighting needs to align with the assessment guidance provided in the IGCSE, PNG, or ACT curriculum expectations.

| <i>Assessment Task Types</i> | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Tests: For example: <ul style="list-style-type: none">• Multiple Choice• Short Answer• Extended Questions• Open book/close book | Journals Portfolios Presentations Practical activities Oral presentations |
| Non-Test Tasks: <ul style="list-style-type: none">• Modelling• Investigations• Problem solving | Seminars Fieldwork Practical Interview |

- In general, the assessment instrument should reflect the learning outcome/s relevant to the task thus allowing each student's level of attainment to be monitored throughout the semester as provided for by the relevant authorities.
- There will be no more than four summative assessment tasks in any one semester for any PNG/ACT/IGCSE subjects except for 0.5 unit in the ACT
- At the beginning of each term students are given a Student Assessment Guide which contains the following details:

| <i>Student Assessment Guide</i> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject and content overview for the term. Weekly study guide – subject and homeroom teachers will work with students to plan their study needs using this study guide. | Assessment task calendar detailing: <ul style="list-style-type: none"> • Week due • Assessment type • Weighting |

7. TIMING OF ASSESSMENT TASKS

7.1 At the beginning of each term students are given a Student Assessment Guide which contains the following details:

| <i>Student Assessment Guide</i> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Subject and content overview for the term. Weekly study guide – subject and homeroom teachers will work with students to plan their study needs using this study guide. | Assessment task calendar detailing: <ul style="list-style-type: none">• Week due• Assessment type• Weighting |

- 7.2 Students are given sufficient time to complete assessment tasks, depending on the nature of the task and the weighting given to the task.
- 7.3 Tests should be conducted and assignments collected at the time stated on the assessment outline, unless the staff and students have agreed upon, another time in advance, involved.
- 7.4 All assessment tasks must be assigned so that they can be collected at least one week before the final assessment date in order that action may be taken if the work is not completed, and also to allow time for marking of work and processing of results.

8. LATE SUBMISSION OF WORK

- 8.1 Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission.
- 8.2 Calculation of a notional zero in T units is based on items submitted on time or with an approved extension (i.e. a genuine score)
- 8.3 A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible marks) per calendar day late (including weekends and public holidays) until the notional zero is reached.
- 8.4 If an item done under non-test condition is more than 7 days late, it receives the notional zero.
- 8.5 All missed tasks administered under test condition must be done in the next 48 hours if adequate documentary evidence are provided.
- 8.6 Submission on weekends or a public holiday is not acceptable.
- 8.7 The subject teacher have the right to exercise discretion in the application of the late penalty in special circumstances with satisfactory documentation.
- 8.8 It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students.

9. ABSENCE

- 9.1 Absence for any reason during an assessment period, which results in a student's inability to complete work on time or to an acceptable standard, will be considered separately by the Deputy Principal or delegate, upon the production of a letter from the parents or a medical certificate.
- 9.2 Teachers must ensure that students, who were absent when tasks were assigned, either complete the task at a later date or, if that is not possible, the student must be given an estimate mark based on their performance in other tasks.
- 9.3 If a student is given a task upon their return after a period of absence, they should be given the same amount of time to complete the task as the other students.
- 9.4 Students should not be given zero for assessment tasks, which were not completed due to a justified absence; this includes absences due to school fee issues.
- 9.5 A medical certificate may be required when a student is not able to complete work on time and requires an extension of the due date or if the student is absent on the due date
- 9.6 The following will be considered justified absences:
 - Illness or injury supported by a Doctor's Certificate
 - Death/funeral of a member of the student's family.
 - Traffic Accident Report
 - Counsellor's Report
 - Representing the school at a recognised event. (prior approval should be sought)
 - School Fees issues
- 9.7 Other exceptional circumstances at the discretion of the Principal or Principal's delegate.

10. NO REASON

- 10.1 Any student who misses a task for no good reason will be awarded a notional zero they will be awarded a notional zero for that assessment item.
- 10.2 The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.
- 10.3 Note: if the lowest genuine score is zero, the notional zero is zero.
- 10.4 Estimates are calculated automatically on the mark book spreadsheets by entering e for estimate. Entering an n for notional zero will automatically calculate the maximum possible notional zero. It is up to the discretion of the individual teacher whether to assign that mark or assign a lower mark between this and zero. This decision should be governed by the principal that a student failing to submit an item for no good reason should not gain an advantage over students who submitted the item.

11. V GRADE GUIDELINES FOR ACT STUDENTS IN GR 11 & 12

- 11.1 For grade 11 & 12 students doing the ACT Course who fail to submit assessment tasks worth 70% or more for a unit or miss 10% of the classes without due cause and adequate documentary evidence in a unit is awarded a V grade.
- 11.2 This means they have voided the unit and the unit will not count towards their grade 12 results.
- 11.3 This may lead to students not meeting the requirements for a Tertiary Entrance Statement or a Year 12 Certificate.
- 11.4 A student may ask for an extension of time in order to complete a piece of work but this must be done in advance (i.e. not on the due date) and in writing.

12. COURSEWORK REQUIREMENTS

- 12.1 In many subjects coursework is a compulsory part of the curriculum.
- 12.2 The internal assessment of coursework assignments is based on external coursework requirements where applicable.
- 12.3 The assessment and moderation of coursework requires careful planning and collaboration of all staff involved.

13. LOST OR STOLEN WORK

- 13.1 Work which has been misplaced for any valid reason should be completed again if possible otherwise the teacher should estimate a mark for the work.



14. MODERATION OF MARKS FOR SEVERAL CLASSES DOING THE SAME COURSE

- 14.1 If several classes are doing the same course, their assessment tasks should be marked so as to ensure that when they are combined to form one group, each student has been given a fair mark in relation to the students from other classes. Tasks must be common across all classes in a course; this is one of the functions of the Unit Assessment Outline.
- 14.2 Development of an assessment scheme early each semester will spread the load of marking fairly amongst all teachers teaching the course and minimize the need for statistical moderation.
- 14.3 Several strategies may be employed in the creation of such a plan;
- One task marked by one teacher for all classes.
 - A task can be split into parts and each part can be marked by different teachers for all classes.
 - Meetings of teachers involved in marking before marking starts to establish mark scheme and standards.
 - Meetings after marking has finished to compare marking standards of teachers involved.
 - Work is marked by more than one teacher (double marking) and then moderated by the Head of Department.
 - The judgement and discretion of the teachers and Head of Department can be used in cases where other moderation is not appropriate
- 14.4 Different classes obviously differ in ability.
- 14.5 Looking at means and standard deviations of each class indicate that a teacher has marked too hard or too easy.
- 14.6 Statistical moderation - if it is obvious that moderation is necessary but no other moderation alternatives are available. Class marks are scaled to a common mean and standard deviation.
- 14.7 Tasks, which are marked by individual teachers and are not common to all classes, for example, bookwork or homework, should be moderated to establish common standards.



15. COMBINATION AND MODERATION OF MARKS FROM DIFFERENT SUBJECTS/COURSES.

15.1 In combining marks from assessment tasks to produce a final semester mark for each student, we must aim to give each component of the assessment its stated weighting in the final semester total.

15.2 Marks for different assessment tasks rarely have the same means and standard deviations.

15.3 In order to combine the marks for different tasks to give them their fair weighting we can use the following strategies;

- Statistical moderation,
 - marks for each task are scaled to the same mean and standard deviation and then combined
 - usually not necessary to scale marks for all tasks for a semester
 - marks for one or two tasks may differ significantly
 - the smaller the weight the less necessary it is to scale.
- No moderation
 - marks are combined without scaling
 - usually if task means and SD are close
 - for mastery tasks - scaling can sometimes be meaningless
 - individual tasks have small weightings in the final semester total
 - low class numbers.

15.4 Combining PNG only & PNG International course students to obtain marks for PNG Internal marks to be submitted to MSB in Grade 10 and Grade 12.

In Grade 10 & 12 we have to submit internal marks for all PNG students to Measurement Services Division. If we have PNG students in international courses they may not be doing the same assessment items as the PNG only students and so they must be given a fair mark to be submitted that reflects their rank with respect to the whole group. Options for doing this are

- They do some common assessment tasks-i.e. some of the PNG only assessments. The scores of these are used to estimate their result - these maybe in addition to the assessments they do for their International course. Care should be taken here as if the common tasks are on content that they have not done recently then the results may not be a fair reflection.
- Trial exams can be used to moderate the scores obtained on the international course to the PNG only scores.
- Departments can design moderating assessment items which the whole group will do which can then be used to moderate the two groups (PNG only & PNG International together)
- Note: Apart from the obvious subjects this exercise also needs to be carried out for the PNG
- International Grade 10 students who do History and have to be awarded a PNG Social Science mark in grade. Likewise, PNG students doing IGCSE IT have to have their mark moderated with the Computer Applications marks for their internal PNG ICT result.

15.5 Moderating Different Courses for ACT

The ACT has Moderation groups where subjects are combined into one rank order and

moderation often has to happen

The rank order for them can be developed based on the teachers' judgement of assessment items through the semester. Alternatively, all the students can sit common "meshing" test(s) which are then used to statistically moderate the score together.

- The following subjects are grouped together in one moderating group
 - Physics, Chemistry and Biology
 - History, Geography, business Studies and Economics
 - Business & Economics
- Usually the scores are combined together as they are. The only problem arises if one subject has significantly higher/lower scores than the other in which case some form of moderation needs to take place. If the mean and standard deviations for each subject are similar, then it is not needed.

16. DEPARTMENT ASSESSMENT AND EVALUATION POLICIES

- 16.1 All records, which are kept by teachers for the purpose of determining achievement and effort, must be made available on request to Department Heads, the School Administration, the student and parents of the student concerned.
- 16.2 They remain the property of the school and must be kept at school.
- 16.3 Whatever method a Department chooses for its assessment records, a Department Mark Book will have up to date records of examinations, tests, major marks and report grades.
- 16.4 It is the responsibility of the HOD to ensure that these mark books are kept up to date.
- 16.5 Teachers should also keep a personal copy of their marks.
- 16.6 All summative assessment is to be marked and handed back to students within seven days.

17. RECORDING STUDENT MARKS & RESULTS

- 17.1 All marks will be recorded using a uniform format of excel spreadsheet.
- 17.2 Teachers are responsible for keeping their own marks in the Gradebook section of their planning folders which are given to them at the beginning of each semester. These marks are to be entered into the Markbooks by week 8 of each term.
- 17.3 Teachers are responsible for identifying and recording reasons for absences/non-completion of assessment instruments in a prompt and timely fashion.

18. STUDENT GRADES AND FORMAL REPORTS

18.1 Reporting Schedule

| Term | Report | Grades |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1 | Learning Progress Report | 9, 10, 11 and 12 |
| 2 | Learning Progress Report Semester Report | 9, 10, 11 and 12 9, 10, 11 and 12 |
| 3 | Learning Progress Report | 9, 11 and 12 ACT |
| 4 | Learning Progress Report Semester Report Certificate of Completion (with academic results) Graduation Certificate (with academic results) | 9, 10, 11 and 12 9 and 11 Grade 10 Grade 12 |

18.2 Learning Progress Reports (previously called 'Interim Reports')

Purpose: This Learning Progress Report is to replace the current Interim Report. This Progress report is intended to have the students respond to their assessment achievements by recording them, identifying learning goals and sharing them with their parents.

Process: Each subject teacher sets up a file for each student – these files are called the Students Assessment Record Files (SARF). These files are not to leave the school. The file is simply a manila folder with the student's name. This file is kept in a filing cabinet in each of the subject teacher's cabinet.

18.2.1 As teachers complete the marking of an assessment task they give the task to the students so that they can:

- Review their achievement.
- Reflect on their progress.
- Identify next steps in learning.

18.2.2 Teachers collect the assessment tasks back from the students and:

- Record the results in the Markbook.

18.2.3 During Review of the assessment, Students:

- Record the details of the assessment task on the LIS SARF summary:
 - Date of assessment.
 - Type of assessment. (exam, assignment, ...)
 - Weighting and result
 - Weighting out of the total task's weighting
 - Progressive grade calculations and
 - Personal learning targets.
- At the end of the semester, the subject teacher collects and returns them to the lockable filing cabinet at the deputy principal's office.

18.2.4 In the last week of the semester the subject teacher:

- Collects the LIS Student SARF Summary
- Checks that the students have completed them.
- Signs them.
- Sends them to the DP/ Head of Campus who reviews them, signs them and has them copied and placed on the student files.

- Once they are signed by the DP/ Head of Campus they are returned to the Homeroom Teacher who distributes them to the students.

18.2.5 Parents are asked to access their child's LIS SARF Summaries at any time.

18.2.6 The SARF will be used for the students, teacher, and parent meetings.

18.3 Academic Report

Purpose: The Semester Academic Report is issued at the end of each semester. It is based on the results entered into the Mark books and is a representation of the students' academic achievements throughout the semester.

Process: Subject teachers record academic results for each student in their Gradebooks. By week 8 of each term, the teachers record these results in the mark books. In terms, 2 and 4 the Deputy Principal/ delegate facilitates the collation of the Markbook results into a Semester Academic report.

18.3.1 Grade Boundaries

| Academic Results | | Effort Grades | |
|------------------|-------------------------------|---------------|------------------------------------------------------------------------------|
| A | Excellent (85-100%) | 1 | A consistently high effort in all aspects of the subject, prompt, organised. |
| B | Very Good (70-84%) | 2 | Usually hard working, receptive and responsive. |
| C | Satisfactory (55-69%) | 3 | A minimum effort, doing the least amount of work to pass. |
| D | Failing (40-54%) | 4 | Very poor effort, needs to make a much greater effort in this subject |
| E | Severe Difficulties (<40%) | | |
| V | Has not completed the course. | | |

18.3.2 Contents: The academic reports contain the following information:

- Student name
- Grade and class
- Subjects and teacher's names
- Results
 - Academic %
 - Effort
 - Effort grade

19. APPEALS

If a student feels that:

- they have been disadvantaged in any way by the organisation and administration of an assessment task, that is they feel their result on the task has been affected by ineffective organisation and administration
- the mark / grade they received for an individual task does not reflect their work in relation to the marking criteria
- their final internal grade in Year 11 or 12 is not reflective of their results in assessment tasks throughout the year then they have the right to appeal.

19.1 Breach of School Responsibilities under the Assessment Policy

Students have the right to seek clarification of the requirements of an assessment task. In cases where students have **not been provided** with the following they will be regarded as having grounds for appeal:

- correct information about the task or the completion of the task;
- written information that is clear, unambiguous.
- insufficient notice in writing of the specific details relating to the task.

Appeals can be considered at any time after the assessment task has been issued to the students for completion. Students must lodge any appeal using the designated pro forma which can be obtained from the Deputy Principal. This must then be submitted to the Deputy Principal, providing supporting documentation where required. Once this has been received the following process will apply.

- The HOC notifies the relevant teacher of the appeal and relevant supporting documentation; requests all relevant written material related to the assessment task.
- The appeal is considered at a meeting using all the written material presented and a finding is determined. In the case where a task is determined to be invalid or has produced results that are unreliable a new task may need to be completed by all students undertaking that course.
- The finding of the HOC and the reasons for this outcome are communicated to the student, teacher and parent concerned.
- If the appellant considers that the outcome communicated in this letter is unfair or that due process has not been followed they have right of further appeal to the Principal who will make a final determination in regard to the matter.

19.2 Marks or Grades Awarded for an Individual Task

In these cases, the following processes will be applied.

- Students should attempt to resolve any perceived problems arising from the marks or grades awarded for an assessment task with their class teacher.
- If unsuccessful they may enter an appeal in writing to the HOC.

19.3 The Final Internal Grades for Year 11 & 12

Student's wishing to appeal against the grade in any course awarded to them by the school should submit a written appeal, together with evidence, to the Deputy Principal. Students would need to substantiate that the grade awarded in the course was inconsistent with the progressive reporting of the school.

The request for such a review must be lodged with the HOC in writing within seven (7) days of the receiving their Year 11/12 grades. This review does NOT provide for a review of marks awarded by the teacher for individual assessment tasks. Following a review all students requesting an assessment review will be provided with the school's decision and the reasons for that decision. Students may subsequently appeal to the ACT Board of Senior Secondary Studies if not satisfied with the decision of the School Assessment Committee.

20. ANALYSIS OF RESULTS

20.1 It is the responsibility of the **DP/ Delegate** to provide an analysis of all exam results as soon as is practicable.

20.2 Examples of the analysis that should be carried out are

- Comparison of IGCSE Predicted Grades and Results
- Comparison of Gr 10 and 12 results for a gr 12 cohort. For PNG results comparing those who entered in gr11 with those who entered in gr9 or earlier.
- Comparison of results with diagnostic data obtained at the start of gr 9 or 11
- Comparison of performance by class or gender
- Comparison with performance in trial exams

20.3 Comparison of internal rank order with external rank order.

21. POLICY IMPLEMENTATION & REVIEW

21.1 At the beginning of each year, all new teachers will be issued with a copy of this policy.

21.2 During the student, free days before students begin classes at the start of each year the entire staff will read through and review this policy.

21.3 This policy will be formally reviewed every three years in line with the review of our international curriculum.

21.4 As well as the Academic Committee and staff, students and parents will also be asked for their views

POLICY 2: ACADEMIC HONESTY POLICY

1. ACADEMIC HONESTY POLICY STATEMENT

LIS will;

- 1.1 teach all students what academic honesty is
- 1.2 oppose academic dishonesty
- 1.3 act decisively if cases of academic dishonesty come to light.

2. ACADEMIC HONESTY DEFINITION

The following actions are reflective of academic dishonesty and are subject to disciplinary action by teacher, school, and/or the ACT/CAMBRIDGE-IGCSE/PNG system.

- 2.1 Using dishonest, deceptive or fraudulent means to obtain or attempt to obtain credit for academic work.
- 2.2 Using notes, aids, or another student's assistance to complete a test, a project or other assignment in a way other than that expressly permitted by the school. Unless otherwise directed by the teacher, students should accomplish all assignments individually.
- 2.3 Looking at or using another student's test, answer sheet, or other materials.
- 2.4 Talking during a test.
- 2.5 Copying from or allowing another student to copy from a test, homework, or other course work- which is not intended to be collaborative in nature.
- 2.6 Tampering with a teacher's records of grades or scores.
- 2.7 Accessing, deleting, modifying, transferring, or receiving of computerized files without authorization of the teacher. Although a student may authorize another student to copy or transfer electronic files, this action is considered cheating if effected without teacher permission.
- 2.8 Plagiarizing materials.
- 2.9 AI and Academic Integrity in Assessments – Adopted from AI Guide for Students, Teachers and Parents
 - 2.9.1. AI in Assessment is a breach of Academic Integrity and will be subject to penalties in line with the school Assessment Policy.
 - 2.9.2 Students teachers and parents must refer to the AI and Academic Integrity Guide provided by the school.
 - 2.9.3. It is the parent's responsibility to read and understand the Guide to support the child in preventing the breach of this policy. The school is responsible to go through assessment policy on the use of AI in assessments.

3. PLAGIARISM DEFINITION

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the student's own and relates to unsupervised assessed work.

Specifically;

- 3.1 omitting quotation marks for directly quoted material
- 3.2 omitting bibliographic references in the text
- 3.3 omitting a bibliography at the end of the assignment
- 3.4 paraphrasing an author without giving credit to that author for use of his or her ideas.

4. GUIDANCE FROM EXAMINATION BOARDS/BODIES

Examination Boards all offer guidance to teachers on coursework – LIS expects that teachers will pass all information on to students and monitor students as work is produced and assessed.

ACT students are expected to follow the Academic Honesty Policy of the Board of Senior Secondary Subjects.

IGCSE/CAMBRIDGE students are expected to follow the Academic Honesty Policy of the Cambridge System.

PNG students are expected to follow the Academic Honesty Policy of the PNG Department of Education.

5. RESPONSIBILITIES

- 5.1 The student is expected to uphold the spirit and the letter of this policy in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments. No assignment is exempted from this policy.
- 5.2 The parent is expected to adopt this policy and uphold the spirit and the letter of it by reviewing it with his or her student and encouraging the student to practice academic honesty.
- 5.3 The Teacher is expected to review with the students the policy of academic honesty at the beginning of each semester and other times during the year as he or she deems it appropriate. The teacher is also expected to enforce the policy in all instances of academic dishonesty following the process as outlined below.
- 5.4 The administrator is expected to support the spirit of academic honesty with students, parents, teachers and other staff members in conferences and in each classroom. Disciplinary action taken with students concerning the Academic Honesty Policy will be decisive and follow the process as outlined below.

6. PROCESS FOR INFRINGEMENTS OF ACADEMIC HONESTY POLICY

6.1 The teacher will establish the severity of the incident by investigating the work thoroughly.

6.2 The teacher will invite the student(s) involved to discuss the issue and give their version of events; at this point, an opportunity to withdraw the work will be given.

6.3 The teacher will contact the parent to state the issue, review this policy, and explain disciplinary consequences decided upon by the teacher.

6.4 Infractions will be recorded on the student's file.

6.5 Disciplinary action will be effected by the school, which may include;

- Refresher course on referencing correctly
- The student may receive an automatic zero (failing grade) on the assignment or test; no make-up work will be offered to compensate for the zero.
- The student may face suspension from extra-curricular activities including sports programs;
- The student may face suspension from LIS★
- The student may be removed from the course with a grade of "F" (failure) ★
- The student may have their school enrolment terminated★.

★To be decided at the discretion of the BOARD and the Principal.

