



International Baccalaureate  
Student Handbook  
2026



# Content

International Baccalaureate Mission Statement	3
International Baccalaureate Diploma Programme	4
International Baccalaureate Careers-related Programme	8
Special Request Subjects and Outside Providers	13
Enrolment with the International Baccalaureate at the School	14
Tertiary Entrance	16
Keeping Safe-In-and-Outside School	17
Assessments in the DP and CP	18
Student Responsibilities	20
Attendance	21
Notes	22-23



# International Baccalaureate

## Mission Statement

The International Baccalaureate (IB) aims to develop enquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end, the IB's works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can have diverse views that can also be right.



# International Baccalaureate Diploma Programme

The structure and principles of the International Baccalaureate (IB) Diploma Programme (DP) are visualised and displayed in a circle diagram. The outer circle illustrates that the global aspects and perspectives of the DP curriculum permeate all other elements of the programme.

While the second circle from the outside shows the six subject areas and therefore the breadth of the programme, the third one captures the three core elements ingrained in all six subject areas and filtering through each area of the programme.

At the very centre of the layered circle are the approaches to teaching and learning; these fundamental executive-functioning skills extend beyond subject areas and school-based tasks but aid students to succeed at and beyond school in a diverse range of circumstances.





## Subjects

To be eligible for the IB Diploma, students are required to:

- Study six subjects, one from Groups 1 to 5, with the sixth subject being drawn from either Group 6 or a second subject from another group.
- Complete at least three of these at Higher Level and the remainder at Standard Level.

## Core Elements

In addition, students also need to successfully complete the three core elements:

### Theory of Knowledge

Theory of Knowledge (ToK) offers 'a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge.'

During the ToK course students reflect on how they know what they know, they query the evidence against bias and discuss different perspectives and view points.

As a result, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

## Extended Essay

The Extended Essay (EE) is an academic essay on a topic based within a subject area and resulting from a genuine query students wish to research in order to gain deeper understanding and wider knowledge. The skills and processes involved in writing the Extended Essay foster critical thinking, research and communication skills, while nurturing the students' inquisitiveness.

Students are supported by a supervisor and ongoing skill lessons while composing a mini-thesis of a maximum of 4000 words.

### Creativity - Activity - Service

Creativity - Activity - Service (CAS) encourages students to develop and fine-tune their personal and interpersonal interests by learning through experience.

Every CAS experience provides opportunities for self-determination and collaboration with others, while fostering a sense of accomplishment, enjoyment for learning and developing skills.

Through the practical approach and community involvement CAS provides an important counterbalance to the academic pressures of the DP.

- Creativity – any experiences that involve creative thinking;
- Activity – physical activities that contribute to a healthy lifestyle;
- Service – unpaid and voluntary service provided inside or outside the School community that has a learning benefit for the student.

Students also challenge themselves by taking on a CAS Project, enabling them to:

- Show initiative;
- Demonstrate perseverance;
- Develop skills such as collaboration, problem solving and decision making.



## Subject Availability

Diploma subjects offered as face-to-face teaching in 2026/2027 include:

### Group 1: Language A

- English A Literature HL/SL

### Group 2: Language B

- German B HL/SL
- German *Ab Initio* SL

### Group 3: Individuals and Societies

- Geography HL/SL
- History HL/SL

### Group 4: Experimental Sciences

- Biology HL/SL
- Chemistry SL

### Group 5: Mathematics

- Mathematics: Analysis and Approaches HL
- Mathematics: Applications and Interpretations SL

### Group 6: Arts & Electives

- Visual Arts HL/SL

Subjects offered are dependent upon sufficient student demand, ultimately determined by the Principal.



## Assessment in the DP

- Each subject is graded on a scale of 1 (minimum) to 7 (maximum).
- Three additional points can be gained from a student's performance in the Extended Essay and Theory of Knowledge, while CAS requirements must be satisfactorily completed.
- ToK and EE are marked on an A-E scale (A being the highest and E the lowest).
- All subjects are assessed via internal and external assessment component. External assessments mostly comprise of examinations during the November examination session, while internal assessments are often self-directed fieldwork tasks, explorations or investigations which are marked by the subject teacher and moderated by an IB qualified marker. Some subjects have very different assessment procedures and types, i.e. Visual Arts uses an exhibition, a process portfolio and a comparative study as assessments.

## Award of the IB Diploma

The award of the DP requires:

- A minimum total of 24 points (with a maximum of 45 points possible).
- The satisfactory completion of the Extended Essay and ToK, which means at least a D in either subject.
- Successful completion of CAS, which is determined by the CAS Coordinator and the successful completion of a broad range of CAS experiences addressing all required learning outcomes.

## Further Conditions for the Award of the Diploma

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for ToK, the EE or for a contributing subject.
- There is no grade E awarded for ToK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct from the Final Award Committee.

# International Baccalaureate Careers-related Programme

The International Baccalaureate (IB) Careers-related Programme (CP) model is displayed in the shape of a circle with Careers-related studies and Diploma courses surrounding a core of four portfolio and project-based subjects. The CP has been offered at our school since 2023. Designed to prepare students for further/higher education, apprenticeships, or employment, the comprehensive curriculum that includes two Diploma subjects, four core components, and a career-related study, usually completed at a TAFE. This combination ensures that students gain a well-rounded education that equips them with the knowledge and skills necessary to excel in their chosen field.





## The Career-Related Study

The Career-Related Study (CRS) consists of a course with approved outside providers. The most common of these providers is a TAFE. The career-related study must meet the following requirements:

- Result in a nationally recognised qualification;
- Consist of study of at least 6 terms (2 years);
- Commence (start) at the beginning of Year 11 (CP1).

Students must identify the career-related study no later than July of Year 10. Deadlines for applications to TAFE courses are in August of the year before the course is due to commence. Students are expected to apply to these TAFE courses independently but are also expected to communicate their intentions with the Careers-related Programme (CP) Coordinator.

Many TAFE courses are available to senior secondary students free of charge. Courses at TAFE are normally held on Thursday or Friday (sometimes both) and students are expected to attend all lessons, keep in good standing with the TAFE and submit all required work.

South Metropolitan and North Metropolitan TAFE offer VET Delivered to Secondary Students (VETDSS) courses to all secondary school students throughout the Perth metropolitan area. This means that Year 11 and 12 students may apply to study a certificate qualification at TAFE as part of the CP.

VETDSS courses are specifically chosen to provide students with clear career pathways after secondary school. VETDSS courses give students practical skills and an understanding of what to expect from the workplace and, once completed, may provide credits towards other nationally recognised qualifications or lead to employment.

## Why choose VETDSS?

- It is a requirement of the Career-related-Programme to select a Career-related Study (CRS);
- Develop practical, industry-specific employability skills; and
- Gain an understanding of the world of work, providing you with valuable experience to assist with planning and pursuing your career pathways.

## Eligibility

Both South Metropolitan and North Metropolitan TAFE offer VETDSS courses to secondary school students throughout the Perth metropolitan area. To be eligible to apply you must be:

- Completing Year 10, 11 or 12 in 2026;
- An Australian Citizen, Permanent Resident or temporary resident holding one of the following visa types:
  - Sub-class 309, 444,785,790,820 visa;
  - Secondary holder of a temporary visa sub-class 457 or 482 visa;
  - Bridging Visa E (subclasses 050 and 051) where the visa holder has made a valid application for a visa of subclass 785 or 790;
  - Ukraine citizens who are holders of visa sub-class 449 or 786;
  - Afghan citizens who are holders of a visa sub-class 449; and
  - Holders of a bridging visa who are eligible to work, and who have made a valid application for a subclass 866 visa.



## The CP Core

In addition to obtaining the Career-related study qualification, CP students must also complete requirements for four core components: Language and Cultural Studies, Personal and Professional Skills, Community Engagement and the Reflective Project. Failure to complete these components to the IB's required standard will result in the student not receiving the Career Programme Certificate.

### Reflective Project

The Reflective Project (RP) is an in-depth body of work focused on an ethical dilemma in a career-related area. It is developed and reflected upon over an extended period of time; as a product of the student's own initiative, it provides a thoughtful representation of their cumulative personal experience and skills gained over the course of the Career-related Programme (CP). Students have the option to present their RP using a variety of formats, which include written, verbal, visual, and audio-visual modes of communication.

The RP provides students with the opportunity to think like future career practitioners. It promotes in-depth and critical research, reflection, and reflexivity, professional communication skills, intellectual discovery, and creativity through the exploration of a career-related dilemma while considering the impact on and perspectives of others through current, historical, local, and global contexts. Students practise self- and critical-reflexivity to arrive at a personal position on the dilemma.

### Language and Cultural Studies

Language and Cultural Studies (LCS) invites students to better understand and expand their linguistic and cultural repertoires, and imagine how they could further engage with a range of linguistic and cultural groups. As partners in inquiry, students and teachers explore their linguistic and cultural repertoires and reflect on them in the context of local and global communities.

The interests and experiences of students are central to LCS. This core component aims to foster student agency by enabling students to set personally relevant goals that reflect their personal, academic, and professional needs and aspirations. Motivations for learning in LCS may range from an interest in language for professional purposes to a desire to improve their conversational skills with a grandparent in a home language. Students must engage in 70 hours of learning, 30 of which are set within an introductory unit and review points completed at school. Student learning is documented through a student-curated portfolio. This portfolio is maintained throughout the course to demonstrate progress towards each learning outcome and to showcase achievement of the learning outcomes at the end of the programme.



## Community Engagement

Community engagement (CE) offers opportunities for students to learn in, from, and with communities and to apply knowledge and skills acquired in other areas of learning.

Students engage in an inquiry-based process of exploring and preparing, relating and acting, evaluating and sharing to respond to relevant opportunities and challenges identified by and with communities. Through this process, students:

- Develop and apply critical and creative thinking skills, social skills and ethical reasoning;
- Reflect on their positionality, develop the ability to build reciprocal relationships, and engage in learning;
- Gain a deeper understanding of local and global issues, and develop the ability to manage complexity;
- Develop a sense of individual and collective responsibility and agency and the capacity to become active participants in bringing about the change they and their communities hope for.

In these ways, CE provides a foundation for compassionate, informed, and responsible action and prepares students for the complex challenges they may face in the present and future. CE should be experienced and demonstrated as sustained for the duration of the students' Careers-related Programme (CP). Student engagements and reflections are documented through a student-curated portfolio. This portfolio is maintained throughout the course to demonstrate progress towards each learning outcome and to showcase achievement of the learning outcomes at the end of the programme.

## Personal and Professional Skills

In a complex world, students are challenged daily to think, engage, and communicate in various contexts. The personal and professional skills (PPS) component of the Careers-related Programme (CP) core enables students to meet these challenges, both now and in the future. The course helps students develop as individuals and citizens within local and global communities, and it prepares them for their future pathways in higher education, further training, or employment.

Students develop intrapersonal and interpersonal skills, critical and ethical thinking, and intercultural understanding throughout the PPS course. These skills are transversal, meaning they can be applied in a variety of contexts appropriate to both their personal and professional growth. The course also connects and deepens the learning and skills developed in the other CP core components and programme elements.

The PPS course is a compulsory component of the CP. It is a timetabled course of a minimum of 100 hours and is completed throughout the two years of the CP.

Student learning is documented through a student-curated portfolio. This portfolio is maintained throughout the course to demonstrate progress towards each learning outcome and to showcase achievement of the learning outcomes at the end of the course. The school is responsible for determining and reporting completion of the course in relation to the learning outcomes.

## DP Subjects

In addition to the career-related study and the four core components, CP students are required to study and pass a minimum of two Diploma subjects (either at SL or HL). These can be from any two groups. However, should a student wish to continue to University after completing the CP, it is recommended that they discuss courses and subject options with the CP Coordinator in advance of selecting their DP subjects.

Our students are expected to enrol in at least three DP subjects and participate in Theory of Knowledge classes. This is to ensure that there is suitable time use during the day, the student participates in courses with their peers and can pass the minimum requirements for the CP.



## Assessment in the CP

Students are assessed in various ways in the CP as appropriate to aims and format of the component.

All DP Subjects are marked on a 1-7 scale.

Assessment is in the form of an internally assessed component and an external component (most often exams).

The Reflective Project is marked on an A-E scale.

The Reflective Project is marked by the teacher and moderated by the IB.

Community Engagement (CE), Personal and Professional Skills, and Language and Cultural Studies (LCS) courses are portfolio based, and students are expected to meet all the requirements. Satisfactory completion is determined by the School.

## Award of the CP Certificate

The CP Certificate will be awarded subject to satisfactory completion of the following requirements.

- The student has completed the specified career-related study.
- The student has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP.
- The student has been awarded a grade of at least D for the reflective project.
- All Personal and Professional Skills, CE, LCS requirements have been met.
- The student has not received a penalty for academic misconduct from the Final Award Committee.

# Special Request Subjects and Outside Providers

In order to give students more DP subject options, the School will consider student applications to study a limited number of courses with approved outside providers. These alternative subject options are chosen after consultation with the DP or CP Coordinator(s). Subjects are studied online through an IB approved online course. Opting to study an additional subject online may incur additional fees.

Students need to demonstrate a strong work ethic and the ability to work independently.

Considerations for accepting a request to study a non-school based IB course are:

- The availability of the subject in the November examination session in the student's final year of the programme
- Existing additional needs and any inclusive access arrangements
- Ability to work independently
- Social/emotional considerations
- Access to technology and technological proficiency

Once a student is eligible to study a subject online, they must commit to following the provider's calendar and course structure. Students have regular check-ins with online teachers as well as their Coordinator at school. Lessons are scheduled into the timetable in the same manner in which other courses are scheduled.

## Timetable Requirements

While online classes offer the flexibility of completing learning tasks at personally chosen times during the week, three hours per week are scheduled for standard level subjects - in line with the Upper Secondary weekly timetable. During the school year, the School will provide timetabled time during the week for the student to work on the coursework for their non-school based course.

## Group 2 Language B and *Ab Initio*- Special Requests

The School supports language acquisition, particularly mother-tongue language acquisition, and will make an effort to accommodate a student wishing to take their Group 2 subject in a language not offered by the School. Should a student wish to undertake a second language not offered by the School, the family must contact the relevant Coordinator for an initial meeting no later than the start of Term 2, in the Pre-IB Year (Year 10). They should also complete the "Special Request for Group 2 Language" (Appendix) and submit it to the appropriate Coordinator. Final approval for all subject requests rests with the Principal.

Additional considerations for accepting a special request language are:

- The student's current proficiency in the language (including years of previous study);
- The availability of a trained and qualified professional to deliver the course;
- The student's personal connection to the language being requested.

Students may demonstrate a personal connection to the language by:

- Citing evidence of trips to a country/ countries and/or cultural immersion via a local community where the requested language is spoken;
- Citing family history in connection with a country, countries or a local community in which the requested language is spoken
- Financial impact for family requesting an additional language.



# Enrolment with the International Baccalaureate at the School

All students undertaking the DP or CP must be registered with the IB. The process for selecting subjects, registering and changing subjects is outlined below.

## Selecting a Programme and Subjects in Year 10

In Term 2 of Year 10, students will meet with the appropriate Coordinator to discuss future plans and investigate possible subject choices. During this term an IB Information Evening is held for parents and students to meet with staff and former students in preparation for selecting an IB programme and subjects for those programmes.

A second meeting with prospective parents and students will attempt to answer questions or concerns and discuss initial subject selections. A subject selection form must be signed by all participants of the meeting, the student, parent and programme coordinator. This form should also indicate second preferences for subjects.

Any changes to one subject in a language other than Language A after this point will be communicated to the families. All course offerings are finalised by the Principal.

Students wishing to enrol in the Careers-related programme must read the information provided in the Careers-related section. To be considered for their first choice of Vocational Educational Training (VET) course, students must adhere to the deadlines given by course providers. They need to inform the CP coordinator of their choice in the beginning of Term 3 and submit the application for the desired course on time.

## Registration Procedure

During Term 2, Year 11 students and parents will be asked to confirm, in writing, their personal details before registering students with the International Baccalaureate for the chosen IB programme. After this, changing courses will be done only under exceptional circumstances.

Students and parents will be asked again in Term 1, Year 12 to confirm their registration details for the International Baccalaureate. Any change to a student's registration will incur a fee after this date.

## Language Placement

The requirement to study a language at level B is an experience of about three years of language learning prior to starting the course in Year 11. Since all students who have joined our school from the beginning of Lower Secondary (LS), have completed at least four years of studying German, they will be entered to study German B, either at Standard or Higher Level. Only those students who joined the LS later and have not completed three years of studying German may be eligible to study German *Ab Initio*.

Students also have the option of obtaining a bilingual Diploma. This can be achieved by studying two Language A courses or one subject in a language other than Language A, i.e. Geography or Biology. As a school, we welcome cultural diversity and encourage students to pursue studying languages that express their cultural background.

(Please see Languages Policy for further information.)

## Request for Inclusive Access Arrangements

The School believes every student is entitled to a quality education and be able to access the same content and opportunities as others. We acknowledge the diversity of student needs in our school community and support each student's individual learning journey.

We respond to this challenge by tailoring curriculum and organisational arrangements to cater for different learning needs, within the capacities of the School's resources. We negotiate access arrangements with examination boards to provide the best possible examination conditions for our candidates. The School works with the IB in providing the opportunity for those wishing to attempt to complete the IB Diploma or Careers-related Programme.

## Changing Courses

If during the course of the IB Diploma or Careers-related Programme, a student wishes to change a DP subject or the level at which the subject is studied, they must obtain a Change of Subject form from the relevant Coordinator. This form must be signed by the teachers concerned, the parents, and the relevant Coordinator. Usually, a change of course form will only be accepted within the first term of Year 11.

Students may not change from the Diploma Programme to the Careers-related Programme or vice versa once the career-related study deadline for applications and enrolments has passed. This is because the IB requires that the career-related study takes place continuously over two years.

## Definition of Inclusive Access

The IB defines an Inclusive Arrangement as “changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.”

The IB has a range of inclusive access arrangements available to those students who are eligible. The IB requires the school to request permission for inclusive arrangements in the beginning of Year 11 and it is recommended that students’ access requirements and possible inclusive arrangements are discussed during the enrolment interviews in Year 10. The IB stipulates that:

- Before a candidate enrolls in the Diploma Programme or Careers-related Programme, the School is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed additional needs.
- Additional needs must be reported by the candidate or his/her legal guardian to the School’s Diploma Programme or Careers-related Programme Coordinator when the candidate enrolls in the programme. These needs must be accompanied with appropriate professional documentation.
- Temporary additional needs, resulting from illness or accidents, should be reported to the DP or CP Coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.
- If a candidate with additional access requirements requires access arrangements for assessments, the DP or CP Coordinator must request the arrangements in line with the current Diploma Programme Assessment procedure.
- Inclusive access arrangements can only be authorised by the IB. Any needs which meet the stated eligibility guidelines will have the corresponding inclusive access arrangements implemented within the classroom and any assessments conducted during Years 11 and 12, as applicable.

## What is appropriate evidence?

Depending on the circumstances, evidence may include official diagnoses, letters of support from professionals and/or samples of work from the student. In most circumstances, the IB requires documentation to be recent (from no earlier than the year before commencing the chosen program). However, a long-standing diagnosis, supported by any of the documentation listed above plus additional evidence like IEPs is of course also considered.

It is the student’s and their parents/guardians’ responsibility to provide all documentation required and carry all the costs these documents incur. All costs for cognitive, linguistic or welfare assessments required by the School for inclusion in an application to the IB will be borne by the family.

Before all documentation can be submitted to the IB for consideration, a legal guardian will need to be invited to discuss arrangements with the IB DP or CP Coordinator and must give written permission to the relevant Coordinator for the application for inclusive access arrangements.

## What inclusive arrangements are available?

If an application for inclusive access arrangements is accepted by the IB, they may grant one or more of the following arrangements:

- Modified papers
- Additional Time
- Writing Assistance
- Reading Assistance
- Practical Assistance

The School may choose to implement inclusive access arrangements for internal examinations, tests and other school-based assessments prior to the IB granting inclusive access arrangement(s). Please note that no arrangements will be made for an IB Internal or External Assessment until the IB has officially approved access arrangements in writing.

# Tertiary Entrance

Deciding to pursue further study at university or TAFE is a significant step. At our school, we offer two International Baccalaureate (IB) pathways—the Diploma Programme (DP) and the Careers-related Programme (CP). Each programme prepares students for post-secondary education and work.

## IB Diploma

IB Diploma holders are able to gain direct admission to universities throughout the world. An increasing number of universities also offer advanced standing or course credit to students with high results or who have undertaken study in particular subjects.

The final Diploma score achieved by a student who has been awarded the IB Diploma - the sum of all grades attained for each subject plus two core components - can be converted to an ATAR. When applying to university courses - via direct entry or through the Tertiary Institutions Service Centre (TISC) - either the final Diploma score or the conversion to ATAR is used. The conversion is based on the total Diploma score students earn, out of 45. The ATAR is designed specifically for use by universities for selection into their faculties. The conversion table (2025) is available in this Handbook. (See below for the latest conversion chart).

TISC has a separate application category for IB Diploma students. Please check the TISC [website](#) for further information.

2024 IB Diploma Score	Combined Rank for entry in 2025	2024 IB Diploma Score	Combined Rank for entry in 2025
45	99.95	34	88.80
44	99.50	33	87.15
43	99.05	32	85.40
42	98.40	31	83.35
41	97.45	30	81.45
40	96.60	29	78.60
39	95.45	28	76.05
38	94.55	27	73.75
37	93.30	26	71.50
36	91.75	25	70.05
35	90.25	24	67.35

## IB Career Certificate

Students who select the CP do not receive an ATAR score but will be issued certificates in their chosen DP subjects and a career-related study certificate (often Certificate III or IV). University entrance can be obtained with a Certificate IV from TAFE or through direct application and alternative pathways to a university. Some universities have a portfolio option for entrance which CP graduates can use.



# Keeping Safe In-and-Outside School

The School is dedicated to maintaining a secure environment for children and promoting practices that ensure the safety, wellbeing, and welfare of its students within the School premises and the broader community. Career-related Programme

All members of the School community, including staff, volunteers, students, visitors, and contractors, are expected to share this commitment. This section should be read in conjunction with the School's Child Safe Policy and Child Protection and Child Safety Procedures.

Students undertaking the Careers-related Programme are interacting in an environment (virtual or physical) outside of the immediate school community. To assist in maintaining a secure environment and promoting practices which ensure the safety and wellbeing of the students, several processes are in place:

1. All external providers, such as TAFE, require that their teachers who work with those under 18 have a Working With Children Check (WWCC).
2. Many outside providers will require parents/guardians to sign a Parental Consent form or a Notice of Arrangements prior to the course commencing.
3. Outside providers should provide a student code of conduct at the commencement of the career-related study. Some courses will also have Work, Health and Safety Guidelines. Students are expected to adhere to these guidelines.
4. The CP Coordinator will undertake, as appropriate, visits to TAFE sites and workshops that CP students are attending. They will maintain a connection to the VETDSS Coordinator at the relevant institutions where students are attending.
5. Regular check-in meetings with CP students will be conducted by the programme coordinator at least twice a month as a wellbeing check where the CP Coordinator and the student will discuss any concerns regarding their TAFE and school-based studies.
6. The Keeping Safe Curriculum will be delivered to all Year 10-12 students as part of their Study Skills or health course.



## Drugs & Alcohol

Students are expected to not engage in smoking or consuming alcohol or illicit drugs at school, during school organised events, on school excursions and in transit between School and home.

The school's response to a breach will be in proportion to the nature of the breach and will provide an avenue for an outcome appeal.

Possession or use of alcohol or tobacco by students at any time at the School, on school excursions, at functions, or in transit to and from school will lead to immediate suspension with a view to expulsion.

# Assessments in the DP and CP

Please read this section in conjunction with the School Assessment and Reporting Policy.

All assessment tasks issued in Year 11 and 12 will either be:

- School-Based Assessment Tasks
- International Baccalaureate Assessment Tasks

## School-Based Assessment Tasks

School-based assessment tasks are those which are issued by a subject teacher. These assessment tasks may be marked by a teacher, self- or peer-assessed. Many of these assessment tasks will go into producing a school-based mark (1-7), which will be issued on reports. This is part of a process of gathering information about student achievement at various stages in the IB Diploma. The School uses a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, fieldwork and reports, oral presentations, tests, quizzes, and examinations, portfolios, practical investigations, long term pieces of work and performances. Within the overall grade, assessment tasks are given a weighting (percentage of the total) and they combine to form the basis to semester reports.

## IB Assessment Tasks

IB Assessment Tasks are specific tasks which are mandated by the IB and form part of a candidate's final Diploma course score (1-7 or A-E). IB assessments are categorised into internal and external assessments. The type of internal assessments vary between subjects but usually consist of independently completed tasks, i.e. investigation into a subject's matter, which are marked by the teacher and moderated by an examiner from the International Baccalaureate Organisation (IB). External Assessments most commonly take the form of examinations set and marked by the IB. Together, external and internal assessments form the final mark for an IB DP or CP subject.

For more details on assessments, see the School's [Assessment and Reporting Policy](#)

## Setting and Communication of Deadlines

- The IB Diploma uses a criterion-related approach to assessment. Students are assessed against the International Baccalaureate Organisation's (IB) Diploma Programme (DP) and Careers-related Programme (CP) assessment criteria, rather than against other individuals in the class.
- Assessment in Year 11 and 12 is both formative (to enhance learning) and summative (to assess current achievement).
- For all IB and school-based summative assessments (such as tests, presentations or essays), students are provided with the due date(s), details and assessment criteria in writing (usually via Managebac) one to two weeks prior to the due date. As appropriate, task specific clarifications are also provided. Formative assessments are given to students at least 48 hours prior to the due date.

## School-Based Assessment Tasks

At least one week prior to the actual conduct of any School-Based summative task, the subject teacher will give the specific due date(s), and details of the task. Marking criteria and any other subject, group and student specific arrangements will be communicated by the subject teacher.

## International Baccalaureate Deadlines

The IB designates that schools create their own deadlines for IB Assessment Tasks. As such, the IB recognises the School's right to not submit an IB Assessment Task that a candidate hands in after the School's published due date. An internal assessment calendar will advise students of important deadlines, due dates and assessment tasks and aim to create a manageable work-load for students to alleviate possible and unnecessary stress factors.

Each year, the IB staff set draft and final deadlines for internally assessed work. The deadlines are communicated to students both in class and on Managebac at least two weeks prior to an assessment.

Should it become necessary to change the date of an IB Assessment Task once it has been given to students, the relevant Coordinator will negotiate a new date with staff and advise the students in writing. Wherever feasible the Coordinator will endeavour to consult with the students affected by the change of date, but this will not always be possible.



### Requesting an Extension

Extensions for any type of assessment task will only be granted by the relevant subject teacher or 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, they must apply prior to the set deadline and in writing to the subject teacher and the relevant Coordinator simultaneously.

### Academic Integrity

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; but how can we support students to navigate their thoughts so that they are able to confidently communicate what they are learning, making explicit how they have constructed their argument and what views they have followed or rejected? This is essentially what academic integrity is: making knowledge, understanding and thinking transparent.

“All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples” (Carroll 2012: 5–6).

*From: IB Academic Honesty in the educational context (2014)*

The School endeavours to help all students to develop the skills to construct knowledge and build understanding by acknowledging accurately citing what influenced their knowledge or helped construct an argument or thesis.

# Student Responsibilities

Enrolment in Year 11 and 12 requires a serious commitment from each student. Students must commit themselves to work conscientiously and to uphold the policies of the School. Students are expected to show respect for the School, its philosophy and all members of the School community. They are also expected to make a positive contribution to the community in terms of behaviour, attitude, and demeanour.

## Use of Technology

### Computers

The School is a Bring-Your-Own-Device school. IB DP and CP students are required to bring a laptop with them to school. The laptop should have the following capabilities/programmes:

- Students will be given free access to Microsoft's Office 365 (Word, PowerPoint, Excel, One Drive) while they are at the School. As part of the Microsoft Suite they will also be provided with a school email address and have access to Microsoft outlook.
- Adobe Acrobat Reader (it is preferable that Visual Art students should upgrade to the editing suite).
- Wireless internet
- Flash player
- Cabled earphones are required by all students

Parents/Guardians need to be aware that students are responsible for the correct use of their own devices and the School does not take responsibility for any breach of security, damage, theft or loss.

### Mobile Phones

Mobile phones are not permitted to be used on the School grounds at any time during school hours. There is a phone at the office that is available for students to use.

When students bring a mobile phone or electronic device to the School they must agree to the following rules:

- Students are required to turn their phone to silent upon arrival and store them inside their bags.
- Phones can ONLY be used when permission is granted by the Coordinator, supervising teacher or Principal or under the supervision of the staff member in charge.
- During examination sessions, mobile phones have to be submitted to the office on arrival and can be collected after students have completed all examinations for the day.

If a student is found using a phone without permission or inappropriately, the device may be confiscated and kept at reception until a parent is notified for its collection, and/or until the student leaves the premise.

## Use of Managebac

Managebac is an electronic learning platform and tool for uploading work, viewing assignments, assessments and communication between staff, students and approved caretakers. Parents and Guardians of students in Years 11 and 12 will have access to Managebac to support, monitor and manage their progress. Students will be able to view class content and tasks as well as deadlines, reports and a schedule of academic work. It is expected that students check Managebac every day.

### Submission of Assessment Tasks via ManageBac

All Assessment Tasks are extremely valuable and must be handed in responsibly and on time. Students are expected to upload assessment tasks to ManageBac or via email and as agreed by the subject teacher. Computer failure may not be taken as a valid reason for the late submission of an assignment.

IB assessments tasks are also submitted on the plagiarism checking platform Turnitin. Students are given access to the relevant account and submit all internal assessments and some external assessments on Turnitin.

## Laboratories, Workshops and Classrooms

All students are expected to assist in keeping their learning and communal tidy and in good order as well as respect furniture and surroundings is at all times. At the end of each day, students should see that floors are clean, air-conditioning, fans, heaters and machinery are turned off, windows closed and chairs arranged neatly.

With the provision of kitchen facilities, all students must ensure that good order is maintained in that communal area to secure a pleasant atmosphere. Food and drink are not to be consumed in classrooms.

Any electrical equipment used at School has to be checked annually by a certified electrician and students cannot use any non-certified electrical equipment at School. IB students are expected to use equipment responsibly and report damage or faults to IB staff as soon as it is discovered.

# Attendance

Students must attend school for a minimum of 80% of each school term. Lateness will be noted as part of the 20% absence rate. Parents are expected to notify reception (and the DP or CP Coordinator) in writing of any absence via the SchoolStream App.

An absence due to illness which lasts longer than five consecutive days must be accompanied by a medical certificate. In the event of extended illness (three days or more), work must be caught up when the student has returned to full health and, if necessary, an application for an extension should be submitted and accompanied by appropriate documentation.

Students who do not meet the 80% attendance rate may be required to demonstrate a minimum level of proficiency in the subject concerned in order to matriculate to the next year level. Please refer to The School's Attendance Policy for more information.

For students attending a TAFE as part of their Careers-related Programme, it is expected that they attend all lessons and follow the attendance requirements of the TAFE. Failure to do so is considered a breach of the conditions of the Career-related-Programme.

## Absences

It is a condition of enrolment that all parents adhere to the rules regarding student attendance at school. Notification for leave to attend appointments should be directed in advance and in writing to the DP or CP Coordinator and must be submitted to the Principal. Notification of longer absences such as for interstate or overseas trips, extensions of holidays etc. must be submitted in advance and in writing to the Principal.

For an absence due to illness or misadventure, we also request that parents/guardians contact the School in the morning to advise of an absence or lateness.

Students in the CP who attend TAFE, it is expected that if there is an illness or misadventure on the day a student is required at TAFE that both the TAFE and the CP Coordinator will be notified in writing in the morning or as soon as is practicable in the case of serious misadventure.

## Absence from an Assessment

Students are expected to sit practice examinations in May/June and October/November of Year 11 and Year 12.

Students are also expected to submit IB assessment pieces on time in the required format.

Any absence due to appointments or other circumstances reasonably within the student's control are unexcused. The examination or assessment pieces that the student misses as a result will not be eligible for a make-up session and may earn a mark of 0. Students may, at the discretion of the relevant Coordinator and subject teacher complete a practice examination at home for feedback only.

Absences due to unforeseen circumstances, such as sudden illness, accompanied by appropriate documentation, such as a medical certificate, may be considered excused and any assessment piece missed may be eligible for a make-up session within a reasonable timeframe appropriate to the circumstances and under the discretion of the relevant coordinator.

### Illness at school

Students who become sick at school must report to their teacher. Parents are also required to notify the DP or CP Coordinator and the School Office (in writing) when a student is placed on medication that requires the students to take it while at school.

# Notes




# Notes



#### Contact us:

📍 18 Montessori Place Kingsley, WA 6026  
P 08 9409 9151  
E [admin@themontessorischool.wa.edu.au](mailto:admin@themontessorischool.wa.edu.au)  
W [themontessorischool.wa.edu.au](http://themontessorischool.wa.edu.au)

#### Find us:

 [TheMontessoriSchoolKingsley](https://www.facebook.com/TheMontessoriSchoolKingsley)  
 [the-montessori-school-kingsley](https://www.linkedin.com/company/the-montessori-school-kingsley)  
 [themontessorischoolkingsley](https://www.instagram.com/themontessorischoolkingsley)