



CARINE SENIOR HIGH SCHOOL

Seeking Excellence in Education

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Lower School Assessment and Reporting Policy Years 7 to 10 2024

Carine Senior High School has high expectations of our Year 7 to 10 student cohort. By introducing the Lower School Assessment and Reporting Policy to all students from Year 7, it is expected that by Senior School, students will be taking full responsibility for their learning and achievement of success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. The Carine Senior High School Lower School Assessment and Reporting Policy Year 7 to 10 can be found in the Connect Library and on the school website.

Assessment is the process of gathering information about students and their learning and making judgments on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment against the achievement standards in each year is an integral part of the teaching and learning cycle. It is expected that the achievement standard will be demonstrated by students and determined by teachers in both formative and summative assessments. Year 7 to 10 teachers are required to use an "on balance" judgment of the two assessment methods to determine a mid-year and final grade for students.

Assessment also includes national and state wide assessments such as NAPLAN and OLNA, administered according to guidelines provided.

Reporting is the process of communicating the outcomes of assessments, achievement standard, attitude, behaviour and effort to parents/carers and students. Assessment procedures must therefore be fair, valid, reliable and inclusive and specifically reflect School Curriculum and Standards Authority (the Authority) Principles of Assessment.

Assessment Principles

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices

Western Australian Curriculum

The School Curriculum and Standards Authority (the Authority) requires all schools to implement the *Western Australian Curriculum and Assessment Outline* at www.scsa.wa.edu.au to meet the learning needs of all students. Languages is part of the mandated WA curriculum for the planning, assessment and reporting of Year 7-8 student progress in Western Australia.

Student curriculum expectations

- Year 7 to 10 students are required to undertake two hours of timetabled Physical Education per week.
- Year 7 and 8 students are required to undertake courses in both Performing and Visual Arts.
- Year 7 and 8 students are required to undertake courses in both Design and Digital Technologies.
- Years 7 and 8 (with the exception of students requiring literacy/numeracy support detailed on a Documented Plan) are required to undertake French.
- There is an expectation, consistent with current practice, that students will be provided with provision for increased levels of specialisation in Years 9 and 10.

Student responsibilities

1. Maintain acceptable attendance, conduct and progress.
2. Complete and submit all assessment tasks described in the course and assessment outline or learning program by the due date.
3. With the assistance of parents/carers, initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment. This contact must be made prior to the due date of any assessments.
4. Keep marked assessment items in your file at home.

Teacher responsibilities

1. In Week 1 of a term or semester, provide students with a course and assessment outline or learning program that summarises the sequence and timing of delivery and assessment. This must adhere to current SCSA 7-10 guidelines and principles.
2. Explain the Lower School Assessment & Reporting Policy to each class.
3. Upload the teaching/learning program on Connect for parents/carers as well as the Carine Community by the end of **Week 2 of each term or semester** as appropriate.
4. Place the tasks and weightings on Reporting to Parents (RTP) by the end of **Week 3 each semester**.
5. Conduct a formative or summative assessment task prior to the end of **Week 6, Term 1** in order to report on student progress via Progress Reports and parent-teacher meetings.

Careful consideration must be given to increasing weighting for in-class invigilated assessments in each year of Lower School in preparation for Senior School. By Year 10, 70-80% of assessments should be in class invigilated or validated. Ensure adequate provision for opportunities for timed responses as deemed appropriate and logistically viable by the Head of Learning Area (HOLA) of each department. For reference please refer to the website: <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

6. Ensure that assessments are fair, valid and reliable.
7. Provide students with timely feedback on summative assessments (maximum two weeks). Exceptions for significant extended responses to be communicated with Associate Principal Lower School.
8. Provide students with regular formative feedback. This may include marking of drafts with provision of adequate feedback for improvement, rubrics provided before assessments, score keys and marking guides to provide fine grained evidence of learning and feedback to assist students understand where improvement is required in the future.
9. Maintain accurate records of student achievement and assessment, both practical and theory, through the marks book function of the RTP facility and meet school and external timeframes for assessment and reporting.
10. Provide ABEs and grades against achievement standards at the end of each semester.
11. Inform students and parents/carers of academic progress in a timely fashion as appropriate. This may include:
 - a. failure to submit or complete a task on time
 - b. any student who is deemed unlikely to achieve a Grade C or better in semester reports (at least once per term)
 - c. any student who has improved significantly or achieved outstanding results.
 - d. Academic Risk – SEQTA notification for assessments below 50% (may not include Focus or Intervention program)
12. Be familiar with **Appendix 1- Student absence from a scheduled in-class assessment** for the procedures for this. For extended absence and subsequently missed assessments, teachers may be unable to accurately determine a grade for the student at reporting time. Consultation with the HOLA and Associate Principal Lower School is needed in this instance.

13. Where more than one teacher is teaching the same course, implement internal comparability procedures. Moderation with other schools is also desired and encouraged.
14. In consultation with their line managers, teachers will be flexible in the assessment requirements with students on alternative/differentiated programs and provide differentiated programs. Teachers will also take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program.
15. Teachers will use student achievement data to plan future learning programs.

Parent/carers responsibilities and communication guidelines

- **Notification Regarding Absence**

Absence from a specially scheduled assessment task (including tests, examinations, practical tasks, performances, expeditions etc) requires advanced notification and must be accompanied by an acceptable explanation (eg medical certificate, parent note of explanation) in order for students to be allowed to complete that assessment task or a similar task and gain credit.

- If the absence is for Semester 1 or 2 exams, OLNA or NAPLAN, the Associate Principal – Lower School must be notified prior to the scheduled assessment.
- In cases where work is not completed on time, teachers may request students complete the work in their own time either during recess/lunch time or after school with parent notification.

Extensions

This relates to tasks that are done over a period of time (both in and out of class time) and which have due dates for both drafts and final completion clearly stated. They are usually extended pieces of work or assignments that have a number of components to them.

- Students are required to submit draft work before the final due date for assessments for the purpose of receiving effective feedback on work completed to date.
- Prior to the assessment due date, students (or parents on behalf of their child) may apply to the class teacher for an extension to the due date for an assignment. Any extensions granted will be at the discretion of the teacher and must be recorded in the notes section of RTP data entry.

Late entry/new enrolments to courses

The assessment outline will be modified where possible for a student entering a course that has commenced to ensure a student is not disadvantaged.

Cheating, collusion and plagiarism

Students shown to have cheated in assessment work or in examinations may not receive credit for that task. HOLA consultation must be sought by a teacher following an allegation of cheating. The HOLA will then consult with either the Academic Performance Manager or Associate Principal Lower School to determine a fair outcome and consequence. Parents will be contacted in all instances of cheating.

- Collusion is when students work together in a deceitful way and submit work that is not their own for assessment.
- Plagiarism is when students use someone else's words or ideas without acknowledging that they have done so. That is, work is essentially copied.
- Students who in any way provide or share part or all of an invigilated assessment will be penalised. Students who use the provided information will also be penalised.

Examinations and timed common assessment tasks

- Timed (common) assessments, and/or examinations will be undertaken each semester in Maths, English, Science, HASS, Class Music and French. The length and timing of these assessments will vary according to year group, culminating in formal exam settings in Year 10 for Semesters 1 and 2.
- Students who do not attend an examination through sickness must provide a medical certificate or a parent note with a reasonable explanation for absence. If practical and in consultation with the Lower School Associate Principal, students may be permitted to sit the exam during the designated catch-up time. If this is not possible or there is an extended absence, their school assessment mark will be based on the remaining completed work.

Change of Assessment Dates

- The school may change assessment/ examinations dates or times due to unforeseen circumstances, operational procedures or other factors as deemed suitable by relevant staff.
- Staff will advise students of changes to assessment dates in advance.

Students with special educational needs

Students who have special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus. Standards must be applied in the same way for all students and so if a teacher considers a student with special educational needs may not complete all content/assessment tasks for a course, the student and parent/carer must be notified. Special assessment arrangements will be implemented where necessary and teachers will be notified.

If there is a legitimate reason for a student to be following a modified curriculum (eg an individual education plan, documented learning plan or differentiated learning plan), the Associate Principal - Lower School, together with the Learning Centre Manager will negotiate and document any variation to the reporting of the student's achievement with the student and their parents/carers.

Reporting and parental communication

The policy *Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting* mandates that students will be kept informed of their progress throughout a course and requires the provision to parents and carers by all schools of plain language reports twice a year that:

- (a) are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement
- (b) include an assessment of the student's achievement against any available standards
- (c) include, for subjects studied, an assessment of the student's achievement
 - i. reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards
 - ii. relative to the performance of the student's peer group.
- (d) include information about students' attitude, behaviour and effort
- (e) in mid-year reporting for all year long courses (Maths, English, Science, HASS, Health, PE, French), teachers make professional judgment regarding the level of achievement at that point in time
- (f) include any other information the school deems relevant
- (g) for Years 7 to 10, consistent with national reporting requirement (c) ii, schools must provide information that shows the number of students in each of the five achievement levels for each of the learning areas taught in each year upon parent/carer request.

Appeals

Students and/or parents/carers who have a concern regarding an assessment result should in the first instance contact the class teacher. The teacher will give additional feedback and explanation of the marking process. If a satisfactory resolution is not achieved, concerns regarding assessments will be directed to the HOLA. The HOLA may consult with the Lower School Associate Principal.

Years 7 to 10 Reporting

For Years 7 to 10 schools must report in the eight learning areas. Schools must report using the letter grades and achievement descriptors provided in the table below. The achievement descriptors are aligned with the achievement standards described in the *Western Australian Curriculum and Assessment Outline*.

Letter grade	Achievement descriptor
A: Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B: High	The student demonstrates high achievement of what is expected for this year level.
C: Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D: Limited	The student demonstrates limited achievement of what is expected for this year level.
E: Very low	The student demonstrates very low achievement of what is expected for this year level.

Reporting on Student Attributes; Attitude, Behaviour, Effort (ABE)

Students' attitude, behaviour and effort have an important bearing on their own learning as well as the learning of others. In addition to reporting students' achievement in the eight learning areas identified previously, teachers at Carine Senior High School will report on eight attributes relating to the development of attitude, behaviour and effort-factors that influence learning.

There is a strong link between student academic grades and student ABE attributes. Each semester, student report reviews will be conducted, identifying which students have performed below expectation academically across a number of subjects and also across the ABE attributes. Identified students and their parents may be requested to attend a report review meeting with a member of the Student Services Team to ensure performance improves in future reporting cycles.

Each student should strive to achieve a 'Consistent' mark against the following eight Attitude, Behaviour and Effort descriptors in the semester reports:

1. Works to the best of their ability.
2. Participates fully.
3. Shows courtesy and respect for others.
4. Is well organised.
5. Meets deadlines.
6. Works independently.
7. Behaves appropriately.
8. Makes positive change in response to feedback.

Supporting Documentation and Reference Sources

1. DOE WA: Pre-primary to Year 10: Teaching, Assessing and Reporting Policy
2. DOE WA: Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting
3. DOE WA: Notional Time Allocation Guidelines: Pre-primary to Year 10
4. School Curriculum and Standards Authority website: <http://www.scsa.wa.edu.au>

Lower School Assessment Policy Appendix 1 – Student Absence and Assessments

Student absence from a scheduled invigilated assessment:

1. Advance notification of any absence prior to the assessment is required unless there are exceptional circumstances. The class teacher must be contacted regarding the absence.
2. Students will not be permitted to sit assessments prior to the scheduled in-class assessment time.
3. A time period of *one week or the end of term (whichever comes first)* will be permitted for catch-up assessments to be undertaken by students. At this point, teachers need the opportunity to mark and provide feedback and results to all students. Exceptions:
 - ◆ Following Year 9 and 10 Exams, a two-day catch- up window following the exam period is provided for missed exams a formal exam setting.
 - ◆ In courses such as electives and Health that only run once/twice a week, a longer time period for catch up may be allowed.
4. Teachers will provide a catch up assessment time at the soonest available time slot following a student's return from absence within the given time frame of one week or the end of term (whichever comes first). This is not open to negotiation by the parent/student.
5. If students in Years 7-10 are unable to complete an assessment within the one-week period following the scheduled time, where possible an "on-balance judgement" will be made by the teacher using work completed in class or other assessments. A HOLA may approve an alternative assessment in order to accurately determine achievement standard. If a student misses extended class time as well as the assessment, a teacher may not be able to accurately award a grade. The end of semester report will reflect this.
6. Teachers will enter a note in the RTP marks book as why the assessment was missed
7. There is no expectation that teachers provide a program of work for students on an unauthorised absence such as a holiday/vacation. Students are encouraged to access Connect for their program of work and any associated documents their teachers may have provided.

Catastrophic Event

If the assessment of individual students or groups of students is affected by a catastrophic event (eg if a pandemic causes a number of staff and/or students to be absent from school for an extended period), students affected and their parents/ carers will be informed of any changes to how their achievement will be determined and the procedures to be implemented, including any additional assessment tasks.