

Assessment and Reporting Policy

Lower School (Years 7-10)

| Version | Designated Reviewer Approval | SLT Approval | Executive Approval | Next Review Date |
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Introduction

This policy is provided to all Lower School students and is based on the School Curriculum and Standards Authority (SCSA) requirements. The policy has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website, on CONNECT and from the school.

Northam SHS has high expectations of our Lower School students. The aim of the assessment and reporting policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair and allow differentiation among students across the full range of ability levels.

As part of ongoing Assessment processes, Northam SHS will also administer the prescribed assessments – NAPLAN – for students in Year 7 and 9 and OLNA for Year 10 (selected Year 9's may be provided an opportunity to access in Term 4 each year).

Student Responsibilities

- Complete all course requirements by the due date.
- Maintain a 90% attendance rate, good conduct and academic progress. Please refer to Good Standing Policy for further details. Students are required to complete any missed work that occurred as a result of their absence.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks and make requests for extension of due date for assessment tasks in advance where possible.

Teacher Responsibilities

- Develop a teaching and learning program that meets the requirement of the Western Australian Curriculum and Assessment Outline principles of assessment and adheres to the implementation time lines for Learning Areas.
- Enable all students to demonstrate their knowledge, understanding and skills in relation to the year-level achievement standards.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are:
 1. An integral part of the teaching and learning program
 2. Educative and contribute to learning
 3. Fair, taking into account the diverse needs of students.
- Use data from NAPLAN or OLNA assessments to inform teacher judgments about student achievement, and use data to inform future learning programs.
- Provide Students and Parents / Carers with assessment feedback and academic progress guidance within 10 days.
- Meet school timelines for assessment and reporting.

Parent Responsibilities

- Monitor student progress and made contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential.
- Notify the school of any reason or extenuating circumstances that may impact your child's assessments.
- Ensure contact details are accurate and up to date.
- Provide a suitable homework/study area at home.
- Provide a medical certificate when absent from an assessment.
- Support your child's attendance at school.

Completion of a Course

Grades (A, B, C, D, E) are assigned for each course and to achieve a grade students are required to:

- Submit all out-of-class assessment tasks for marking on the due date.
- Attempt all in-class assessment tasks on the scheduled date.

If a student is absent from class, for any reason, their ability to achieve to their potential is diminished. Extended periods of absence may result in lower levels of achievement.

Scheduled Assessment Tasks

Failure to attend a scheduled in-class assessment task or submit on time, an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course.

Where an out-of-class task is submitted after the due date, or is not submitted, and the student does not provide an acceptable reason then the following penalties apply:

10% reduction in the mark (if submitted one school day late)

20% reduction in the mark (if submitted two school days late)

30% reduction in the mark (if submitted three school days late)

A mark of zero (if submitted more than three days late or not submitted)

In cases where there is no satisfactory explanation of an absence from a scheduled in class assessment task the student will receive no mark (a zero) for that task, and will be at risk at receiving a D or E grade. The Head of Learning Area or Teacher-In-Charge will be the final arbiter in matters concerning absence and missed work.

The Assessment Schedule Feedback loop will be utilised by the NSHS community. This is found in Appendix 1.

Acceptable reasons for non-submission/late submission of work, non-completion of tasks.

Where the student provides an acceptable reason for the non-completion of an assessment task, the Head of Learning Area/Teacher-In-Charge, in consultation with the teacher will:

- negotiate an adjusted due date for an out of class assessment task or an adjusted date for an in class assessment task (generally within two days of the student's return **or**
- decide on an alternative assessment task **or**
- estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Absence from a scheduled assessment task (including tests) must be explained by one of the following:

- Medical certificate
- A letter from the parent (confirmed by a telephone call) may be accepted on the first occasion. However subsequent occasions will require a medical certificate or Head of Learning Area/Teacher-In-Charge/parent meeting.
- Participating in a family holiday will not be accepted as a valid excuse.

Modification of the Assessment Outline

- If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled tasks, then an amendment to the assessment outlines clearly indicating the changes will be provided to students and parent/guardian.
- When a student's disability, special education needs or cultural belief has results in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.
- When a student's personal circumstances limit their capacity to complete a particular assessment task, the teacher, in conjunction with the student and others involved, may negotiate a variation to submission dates. The teacher will consider fairness for all students when making decision about adjusting timelines for a particular student.

Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks adjusted by the teacher in consultation with the HoLA or Teacher-In-Charge. These adjustments will be consistent with the Guidelines for Disability Adjustments for timed assessments available on the SCSA website. Adjustments, depending on the individual student's needs can include special equipment, provision for a scribe or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understanding.

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

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

Security of assessment tasks

Where there is more than one class in a course the assessment tasks may be the same. To ensure that no students are unfairly disadvantaged, the question papers used for in class assessment tasks will be collected at the end of the lesson. In their own interest, students must not discuss the nature of the questions with students from the other classes until all classes have completed the task.

Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area/Teacher-In-Charge. As part of this process, parent/guardians will be notified, and the students will be provided with the right of reply.

- Collusion is when a student submits work that is not their own.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of work, are essentially copied.
- The use of Artificial Intelligence (AI) to form the basis of written/oral assessment submissions will also be considered plagiarism.
- AI checking software may be used to authenticate work suspected of plagiarism.
- Students who are found to have cheated, colluded or plagiarised in assessed work or in examinations will receive a zero mark.

Achievement Progress Communication

Staff at Northam SHS firmly believe that the communication of feedback is essential to improving student achievement and that family partnerships play a large part in supporting student progress.

We commit to keeping students informed of their progress with teachers regularly assessing completed tasks, and providing direct feedback to students.

We commit to keeping Parents/Guardians informed via official school communication with the following schedule for English, HASS, Mathematics, Science Learning Areas and Academy Learning Areas;

| | | |
|---------|-------------|---------------------------------------|
| Term 1: | Week 4 - 6 | Interim Report |
| | Week 6 - 8 | Parent/Teacher Conference opportunity |
| Term 2: | Week 1 - 5 | Compass Progress Update (A Type) |
| | Week 6 - 10 | Compass Progress Update (B Type) |
| Term 3: | Week 1 - 3 | Parent/Teacher Conference opportunity |
| | Week 6 - 10 | Compass Progress Update (A Type) |
| Term 4: | Week 1 - 5 | Compass Progress Update (A Type) |
| | Week 6 - 10 | Compass Progress Update (B Type) |

And the following schedule for The Arts, Health & Physical Education and Technology Learning Areas;

| | | |
|---------|-------------|---------------------------------------|
| Term 1: | Week 4 - 6 | Interim Report |
| | Week 6 - 8 | Parent/Teacher Conference opportunity |
| Term 2: | Week 1 - 10 | Compass Progress Update (A Type) |
| Term 3: | Week 1 - 3 | Parent/Teacher Conference opportunity |
| | Week 6 - 10 | Compass Progress Update (A Type) |
| Term 4: | Week 1 - 10 | Compass Progress Update (B Type) |

Parents/Guardians, may also request a progress update indicating how their child achievement compares with the students in the group at any time by contacting the Year Coordinator or Program Coordinator of Student Services.

Achievement Reporting

Northam Senior High School formally reports student achievement at the end of Semester 1 and Semester 2 with a general comment included to refer to Compass Progress Update details.

Achievement in each Learning Area

Achievement is reported against a scale (A-E) for each learning area.

| | | |
|---|--------------|--|
| A | Excellent | The student demonstrates achievement that greatly exceeds the expected standard. |
| B | Good | The student demonstrates achievement that exceeds the expected standard. |
| C | Satisfactory | The student demonstrates achievement at the expected standard where the student is working toward progress into to the next level of learning. |
| D | Limited | The student demonstrates achievement below the expected standard. |
| E | Very Low | The student demonstrates achievement below the minimum acceptable standard. |

If the course is yearlong, then the grade indicated in Semester 1 is only an estimate, the final grade will be given in Semester 2.

Alternative methods of reporting student achievement

Some students on a modified program may also have a modified (SEN) report issued at the end of each semester.

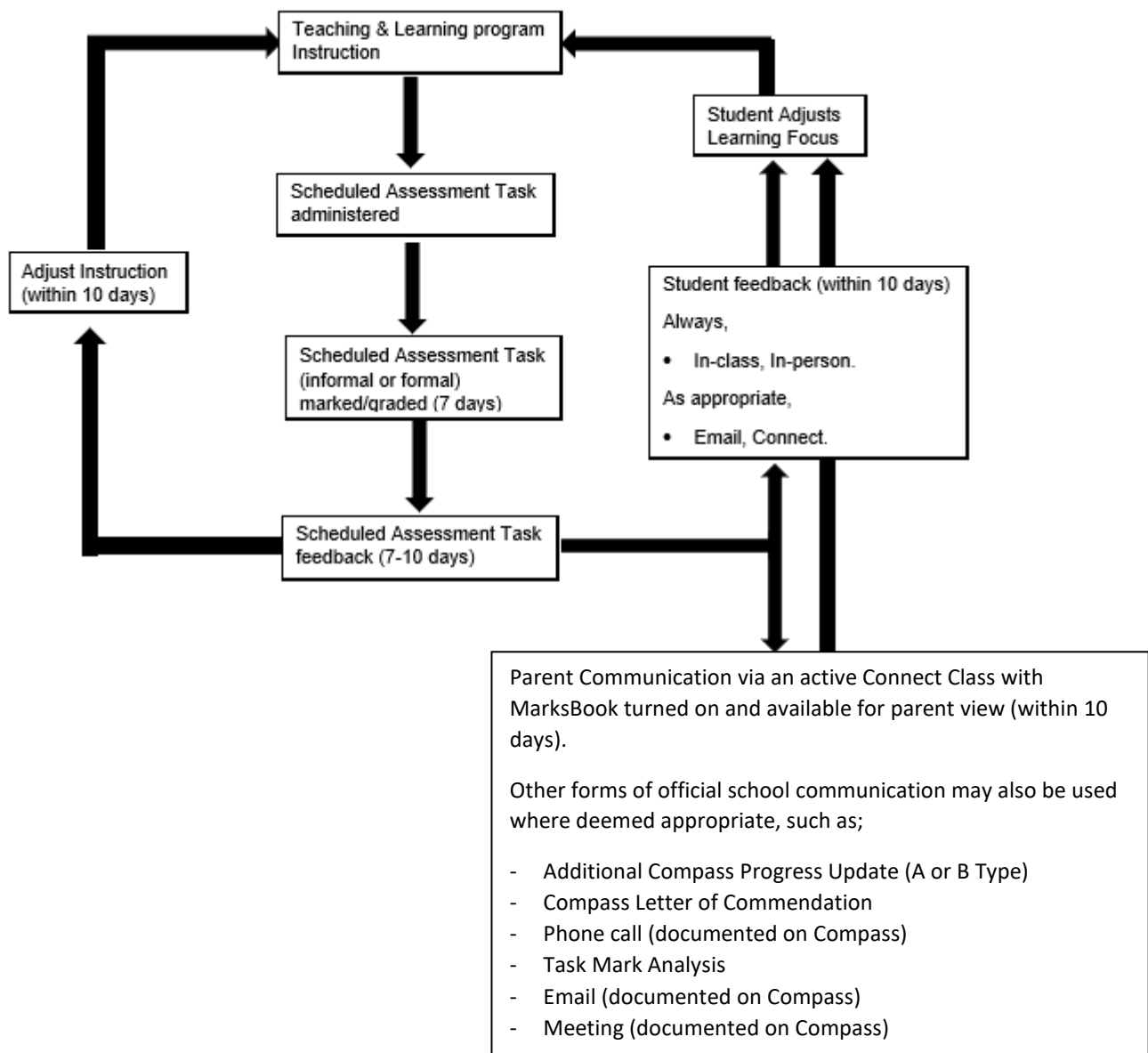
Attitude, Behaviour and Effort

The attitude, behaviour and effort demonstrated by your child are shown on the following scale: Consistently, Often, Sometimes and Seldom. Not Assessed indicates that this attribute does not apply in this course. The schools Rubric for determination of ABE judgements made on RTP is found in Appendix 2.

Reviewing marks and grades

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should contact the Head of Learning Area/Teacher-in-Charge.

Appendix 1: Assessment Schedule Assessment Feedback Loop



Appendix 2- Learning Attributes: RTP Rubric for ABEs

| | Behavioural Indicators | Consistently | Often | Sometimes | Seldom |
|--|---|--------------|----------|-----------|-----------|
| Works to the best of their ability | <ul style="list-style-type: none"> Asks questions to improve understanding Strives to learn as much as they can Actively seeks to attain their best outcome Engages in all set work within timeframes Able to work autonomously | Above 80% | 50-80% | 20-50% | Below 20% |
| Shows self-respect and care | <ul style="list-style-type: none"> Displays positive body language and self-image Dresses appropriately by wearing the school uniform, enclosed shoes, and within subject context Takes pride in own work and achievements Uses appropriate language in all Communication Prepared to take advice Accepts accountability for their own actions | Above 80% | 50-80% | 20-50% | Below 20% |
| Shows courtesy and respect for the rights of others | <ul style="list-style-type: none"> Polite, courteous and respectful towards staff and peers Shows compassion and understanding toward others Contributes to a positive and Collaborative learning environment Follows group work protocols Demonstrates tolerance and acceptance of diversity Acknowledges the achievement of others and supports peers | Above 80% | 50-80% | 20-50% | Below 20% |
| Participates responsibly in social and civic responsibilities | <ul style="list-style-type: none"> Participates and engages in class activities appropriately Represents the school appropriately and responsibly in the wider community e.g. excursions/incursions Assists classmates when requested and/ or of their own accord Respecting and caring for school resources and property | Above 80% | 50-80% | 20-50% | Below 20% |
| Cooperates productively and builds positive relationships with others | <ul style="list-style-type: none"> Contributes towards a positive working environment by demonstrating fairness, equity and integrity Demonstrates consideration and is willing to cooperate appropriately with all peers Demonstrates a caring and supportive Connection with peers and staff | Above 80% | 50-80% | 20-50% | Below 20% |
| Is enthusiastic about learning | <ul style="list-style-type: none"> Positive attitude towards learning Listens to and follows instructions Willingness to engage meaningfully in all facets of the curriculum Shows interest and initiative in learning activities Actively seeks further information from a variety of sources to gain a deeper understanding | Above 80% | 50 – 80% | 20 – 50% | Below 20% |
| Sets goals and works towards them with perseverance | <ul style="list-style-type: none"> Makes excellent use of class time by being prepared and finishing tasks on time Identifies areas for improvement and works toward achieving them Reflects on improvements that are needed, and takes action Has actively made progress towards personal goals throughout the semester | Above 80% | 50 – 80% | 20 – 50% | Below 20% |
| Shows confidence in making positive choices | <ul style="list-style-type: none"> Having Courage to make positive choices when faced with adversity Demonstrates positive behaviours Supporting peers to make positive choices | Above 80% | 50-80% | 20-50% | Below 20% |