



Girrawheen Senior High School Years 7-10 School Assessment and Reporting Policy 2015

This policy is provided to all students in years 7-10 at Girrawheen Senior High School and is based on the School Curriculum and Standards Authority requirements, as outlined in the *Curriculum and Assessment Outline- Reporting Policy: Pre Primary-Year 10 and Assessment Principles and Reflective Questions* <http://k10outline.scsa.wa.edu.au/Resources/download> , to enable students, parents/guardians/carers and teachers to be aware of their responsibilities and expectations in the assessment and reporting process.

Assessment is the process of gathering information about students and their learning and making judgement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning “SCSA Curriculum Assessment Outline” (Reporting Policy Years 1 -10).

Assessment should

- be an integral part of Teaching and Learning
- be educative
- be fair, reliable and valid
- be designed to meet their specific purposes (summative and formative)
- lead to informative reporting
- lead to school-wide evaluation processes

Given the phased development of the Australian Curriculum, Girrawheen SHS will be teaching some learning areas from the Australian Curriculum and some learning areas described in the former Western Australian *Curriculum Framework*. As the Australian Curriculum is developed, it will gradually replace the *Curriculum Framework* in Western Australia.

Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date

- maintain a good record of attendance, conduct and progress (a student who is absent for five days or more per term is deemed to be at risk)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment
- maintain a folio of evidence for each subject studied and to make it available whenever required (sometimes the teacher keeps these for the student)

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the Australian Curriculum or the Western Australian Curriculum Framework as per the implementation scheme
- provide students with a subject outline and an assessment outline at the start of each term, Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised.
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate
- guide students in the use of the diary as a study skill.

Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan)

If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), negotiated and documented variations to the reporting of the student's achievement with the student and her/his parents or carers will be undertaken.

General Information

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, and perhaps missed opportunities for future subject selection.

Scheduled assessment tasks: students who are absent from an assessment task need to supply a written explanation from the parent/guardian on their return to school. Depending on individual circumstances the

- student may take an assessment task at an alternate time.
- student may have to complete an alternative assessment item.
- assessment tasks may not be included in the student's assessment profiles.

Wherever possible, advance notification of absence is required.

Parents/guardians/carers will be notified in cases where concern for a student's progress emerges.

Extensions: generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will make their judgement on the evidence available by the deadline. Extensions may be given at the discretion of a teacher in

cases of illness or significant personal problems. If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Cheating, collusion and plagiarism: students shown to have cheated or been involved with collusion or plagiarism in assessed work or in tests will not have that work accepted as valid evidence of their achievement. Collusion is when a student submits evidence that is not his or her own work for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied)

Homework

This is set by each teacher and, depending on the nature of the subject, may be regular or occasional. On average students in Year 7 should be completing half an hour five times per week. Years 8 and 9 should be completing one hour of homework five times a week. Year 10 students should be completing one and a half to two hours homework five times a week. This should include reading, set homework, revision of class work and preparation for tests and assessments. Students are encouraged to use their diaries and teachers and parents can use these for informal communication about homework. If homework is not completed, teachers can use detention, call home or send a blue unsatisfactory progress letter to parents/guardians/carers..

[Do you want to make a comment about Year 7 students here?](#)

Results received in Year 8 and 9 are used to stream and determine class placements in Year 10, which may influence course selection in Years 11 and 12, so it is vital that a student achieve to his/her potential from the time he/she starts high school. In addition, all students receive an Interim Report during term 1.

Reporting of student achievement in learning areas

Girrawheen SHS, in accordance with The *National Education Agreement 2009* (NEA) provides parents/guardians/carers with 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;
- and
- c. include, for subjects studied, an assessment of the student's achievement:
 - i. reported as A, B, C, D and E, clearly defined against specific learning standards; and
 - ii. relative to the performance of the student's peer group.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-primary to Year 10. In Years 3 – 10 the following table of letter grades and achievement descriptors must be used.

Letter grade	Achievement descriptor ¹
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.

Note 1: As the Australian Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*.

DECISION needed here on what of this to include

For Pre-primary to Year 10, consistent with national reporting requirement c (ii), schools must prepare information that shows the number of students in each of the five achievement levels for each of the learning areas taught in each year. Schools may choose to provide this comparative information to parents as part of the normal reporting process or to provide parents with advice that this information is available on request. In the latter case, schools must advise parents that this information is available and must provide this information on request. Possible wording that could be used on the report is: 'You can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison with that of other children in the child's peer group at school. This information will show you the number of students in each of the five achievement levels'.

Reporting on student attributes

In addition to reporting students' achievement in the eight learning areas information relating to the development of other student attributes that influence learning will include

- a teacher assessment of the student's attitude, behaviour and effort;
- an overall teacher comment.

Mid-year reporting

Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers will make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement. These grades may change up or down depending on a student's progress after that reporting period.