

BUNBURY CATHOLIC COLLEGE

ASSESSMENT & REPORTING PROCEDURES

YEARS 7 - 10

SOURCES OF AUTHORITY	
CECWA Policy	Education
Executive Directive	Curriculum Assessment & Reporting

RATIONALE

Assessment is an integral part of teaching and learning. 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. This includes national and state-wide assessments such as NAPLAN and OLNA, administered according to guidelines provided.

The Western Australian Curriculum and Assessment Outline sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. Teachers use the Western Australian Curriculum, as outlined by the School Curriculum and Standards Authority (the Authority), to plan student learning programs, assess student progress and report to parents.

This Assessment and Reporting Procedure is provided to all Year 7-10 students, parents, and staff. It has been developed so that students, parents, and staff are aware of their responsibilities in the assessment and reporting process. By introducing this plan 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.

Should a situation arise that is not covered by the provisions of this procedure, the student, parent, or teacher should consult their Head of Learning for assistance and to ensure consistency.

1. THE ROLE OF ASSESSMENT AT BUNBURY CATHOLIC COLLEGE

To provide evidence of student progress and achievement in each course, students complete several assessment tasks during the semester or year. Assessment tasks include tests, investigations and practical activities completed in-class, out-of-class research, and production tasks, as well as examinations.

Assessment is used to:

- Monitor the progress of students, identify learning issues, and assist in the development of teaching strategies.
- Provide formative feedback to improve student performance in the future.
- Monitor the progress of students through fair and valid judgements.
- Measure the achievement of students and inform reporting on progress and achievement.
- Guide the selection of courses and assist vocational counselling.

2. STUDENT RESPONSIBILITIES

- Complete all assessment tasks to the best of their ability
- Complete all in-class tasks on the scheduled date and submit all out-of-class assessments tasks by the due date
- Maintain a good record of attendance, conduct and progress.
- Initiate contact with teachers concerning absences from class, missed assessments, requests for extensions and other issues relevant to assessments.
- Retain all their marked assessments until the end of the year.
- Locate and view the Assessment Outline in SEQTA for each Course.
- Complete Course work that is missed due to College excursions.

3. PARENT/CARER RESPONSIBILITIES

- Contact the teacher in the first instance, then the appropriate Head of Learning Area if necessary, if there are concerns about assessment performance in a specific course.
- Inform the relevant school personnel (Teacher, Head of Learning, Head of Year, Deputy Principal) on any changes to circumstances, conditions or arrangements which may impact on the learning of a student and the outcomes of that learning.
- Inform the Deputy Principal responsible for Assessment and Reporting of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- Provide written evidence when their child is absent from an assessment or test as detailed in point 7 of this document.
- Monitor SEQTA to view their child's progress in a Course and initiate contact if the need arises.
- Monitor SEQTA messages and respond to teacher contacts.

4. TEACHER RESPONSIBILITIES

- A Course Outline and Assessment Outline will be provided to all students at the commencement of each course. These documents will be located on SEQTA for students and parents to access.
- The Assessment Outline will have the approximate timing / due dates, weighting and type of assessment for each assessed item. This will be displayed on SEQTA.
- Maintain accurate and timely records of assessment using SEQTA, including relevant comments.
- Respond in a timely manner to parent direct messages via SEQTA.
- All out-of-class assessments are authenticated with supporting evidence.
- Inform parents, via SEQTA, when issues arise regarding late submission of assessments without a valid reason.
- Make provisions for students who miss assessments for valid reasons.
- In the case of students with a disability (flagged), assessments may need to be modified. Parents must be notified if their child is to be given a modified assessment. All of these assessments need to be identified as modified for comparability and communication with parents. Reports for students with modified assessments will need to have a comment and/or grade according to the IEP.
- Inform parents when it is identified that a student is at risk of:
 - Non-completion of course work
 - A likely E grade (fail).

5. COMMUNICATION

Parents, students, and teachers are encouraged to maintain open dialogue regarding student progress. Accessing SEQTA regularly will assist in this process.

6. STUDENTS MISSING ASSESSMENTS

6.1.1 **Illness**

If a student misses an assessment due to a verifiable illness or trauma, the assessment or an alternative task may be administered as soon as practical upon the student's return to classes. It is the student's responsibility to arrange this with the teacher concerned. Students who fail to take this action should expect to gain no credit for missed work.

Students who miss an assessment due to illness are required to provide a doctor's certificate to verify this illness. In the case of a missed exam, a doctor's medical certificate must be provided.

7.2 **Prolonged Absence**

Where a student is unable to attend school for a lengthy period due to injury or illness, the College will endeavour to provide support to the students' learning program. Students who are absent for a considerable time and have a medical certificate, may have their grade/mark estimated or adjusted as appropriate to the situation. This will be determined by the classroom teacher in consultation with the Head of Learning Area.

- The length and cause of absence will be taken into consideration when arriving at this decision.
- Depending on the circumstances, extensions may be granted. It is the student's responsibility to initiate this discussion.

7.3 **Personal Commitments**

If a student misses an assessment because of personal commitments, the teacher, in consultation with the Head of Learning Area, will decide the appropriate course of action. If the personal commitment prevents the student from completing the assessment, and this could have been arranged outside school hours (e.g. hair appointment etc.) no credit will be given for that assessment.

In some cases, assessments may be timetabled outside of school hours (e.g. music / dance / drama final performances) Students will be notified well in advance when these assessments will occur.

7.4 **Unapproved Absence (e.g., In-Term holidays)**

Should parents wish to take family holidays, they must make every effort to do so during official school holidays, not during term time. Parents and students must recognise that teachers cannot be made responsible for any work missed due to holidays taken during term time. Students will receive a mark of zero for assessments missed during this time.

This may be reviewed upon application by the parent/guardians to the appropriate Deputy Principal.

- 7.5 **Planned absence in State or National representative sports team or equivalent**
If selected in a State or National representative team, parents must inform the College in writing at least two weeks in advance of the planned absence.
Students participating in a college endorsed event or a state or national representative sports team (where a supporting letter has been received) will not be penalised for assessment tasks missed during such absences.

7. OVERDUE OR INCOMPLETE ASSESSMENTS

Parents will be informed when students have not submitted assessments by the due date. Late work will incur the following penalties:

Assessments submitted *after the due date* without an acceptable verifiable reason will be penalised 10% off each day late for 5 days, zero after 5 days.

Students who receive a zero may still be required to complete the assessment task. This will be at the discretion of the classroom teacher in conjunction with the Head of Learning and will occur during lunchtime or after- school detention.

8. TECHNOLOGICAL ISSUES

Technological issues (e.g., breakdown of device, device not charged, printer problems, ink runs out, internet issues) are not suitable excuses for non-submission of work. In this instance, handwritten copies, drafts, and direct messaged copies can be submitted as a last resort.

9. AUTHENTICATION OF STUDENT WORK - CHEATING, COLLUSION AND PLAGIARISM

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student/students or not.

Examples of cheating, collusion and plagiarism include, but are not restricted to:

- Gaining or sharing information specific to an assessment which could reasonably be expected to provide an unfair advantage.
- Gaining a copy of an assessment prior to its release.
- Presenting a response to an assessment which is not one's own work.
- Talking during a silent assessment task.
- Using a mobile electronic device during an assessment.
- 'Copying and pasting' work from the internet.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher, in consultation with the Head of Learning and/or Deputy Principal of that Year group, investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school will inform the student and their parent/guardian of the result of the investigation and the penalty.

The penalty imposed will be a mark of zero for the task, or for the part/s of the task in relation to the behaviour which has occurred.

10. EXAMINATIONS YEARS 7 - 10

Students must attend scheduled examinations. Should a student be unable to sit an examination for a valid reason, parents must contact the relevant Deputy Principal as soon as possible before the examination to report their absence. Participating in a family holiday or similar activities will not be accepted as a valid reason. The Deputy Principal will assess the validity of the absence. A mark commensurate with their performance compared to the rest of the students in that course *may* then be applied.

Students who miss an exam without a valid reason, will receive a mark of zero for the examination.

11. MODIFIED ASSESSMENTS

11.1 Modified curriculum

For some students, differentiation of the curriculum is required to cater for their individual learning needs. If there is a legitimate reason for a student to be following a modified curriculum (for example, gifted and talented students, students with a disability and additional learning needs etc), the variations are negotiated with the student and his/her parents/carers and the decisions made are documented (for example, a documented Individual Education Plan - IEP). This is done by the relevant school staff such as the Learning Centre Coordinator. The Learning Centre Coordinator will notify parents when an IEP will be implemented and/or adjusted for their child.

11.2 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 (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning /teacher-in-charge responsible for the course. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

It is important that students access these adjustments in lower school to allow them to make an application for similar Special Examination Arrangements when wanting to complete SCSA examinations in Upper School.

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 understandings. This can vary according to each Learning Area and type of assessment task.

However, should the modification change the level of complexity of the task rendering the task incomparable with what other members of the class have undertaken, then the student will not receive a grade ranking them with the other students but will receive a comment detailing their performance on the task.

11.3 Modified Assessments – Independent Education Plan (IEP) students

In the case of students who are identified with an IEP, assessments may need to be modified. Modification is the responsibility of the relevant teacher in consultation with Learning Centre staff.

All these assessments need to be identified as being modified for comparability and communication with parents.

Reports for students with modified assessments which are not comparable with the class will not be graded but will have a comment which addresses the IEP goals.

12. PROCEDURES TO BE IMPLEMENTED IF ASSESSMENT IS AFFECTED BY A CATASTROPHIC EVENT

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g., if a pandemic causes a number of staff and/or students to be absent from school for an extended period), students (and parents/carers) affected by the event will be advised by the teacher and / or College of adjustments to the task requirements and / or the assessment outline.

The College will adhere to SCSA Curriculum and Assessment Advice in relation to COVID-19 and will notify students and parents of any changes / modifications to the assessment program.

Any student unable to attend school for COVID-19 related reasons, and who meets the College procedure for notification of absence, will not be penalised for late submission of assessments.

13. REPORTING

Reporting is to be conducted in line with SCSA 'Pre-primary to Year 10: Teaching, Assessing and Reporting Policy'.¹

Reporting of student achievement

Reporting occurs at stages throughout the year and provides an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The College is committed to giving students and parents timely feedback about academic performance in a variety of ways, as indicated below:

- The College will report formally on students' progress at the completion of each Semester via SEQTA. End of Semester Reports can be downloaded and either saved or printed, as required by the family.
- Informal reports and updates are accessible via SEQTA on an ongoing basis, as assessments are completed, along with any behavioural concerns or commendations.
- A Parent Teacher Meeting (PTO) in which the student, parent and teacher sit and discuss the students' progress are scheduled for each year group. (Check the annual school calendar and messages for specific year group PTO dates).

Parents are welcome to contact the College or a teacher by direct message (SEQTA) or by phone should the need arise.

14. ASSESSMENT REVIEW


If a student considers there is an issue regarding the marking of an assessment task, they should, in the first instance, discuss the issue with the teacher. If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent) should approach the relevant Head of Learning responsible for the course. Students seeking an assessment review must do so within five (5) days of the release of the College assessment result on SEQTA.

If the assessment issue is not resolved, then the issue will be raised with the Deputy Principal who will mediate and make a determination on the matter.

¹ <https://k10outline.scsa.wa.edu.au/home/policy/teaching-assessing-and-reporting-policy>

15. CONCLUSION

Assessment and grading are an integral part of the teaching and learning process.
Fairness to all students is always a primary consideration.

Authorised by	Michael Pepper	Signature:	
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