

SOURCES OF AUTHORITY	
CEWA Policy	Education
Executive Directive	Curriculum Assessment & Reporting
SCSA	Pre-primary to Year 10: Teaching, Assessing and Reporting Policy
SCSA	Policy Standards for Pre-primary to Year 10: Teaching, Assessing and 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 a (or each) semester. Assessment tasks include tests, investigations, examinations, production tasks and practical activities that may be completed in or out of class.

Assessment is used to:

- Monitor and assess individual student achievement.
- Enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard.
- Provide individual students with feedback on their learning.
- Monitor the progress of students through fair and valid judgements.

- Inform future learning programs and resources
- Measure the achievement of students and inform reporting on progress and achievement.
- Guide the selection of courses and assist vocational counselling.
- Administer prescribed national and statewide assessments.

2. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- 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 in-class assessments, requests for extensions and other issues relevant to assessments, prior to the assessment task's due date.
- Retain all their marked assessments until the end of the year.
- Locate and view the Assessment Outline in SEQTA for each Course.
- Avoid discussing the nature of the questions with students from the other classes until after all classes have completed the assessment task. Discussion of the questions will be treated as collusion and the students will be penalised. This is in the student's interest.
- Complete work that is missed due to absences due to excursions, incursions, sporting events or other events.
- Maintain assessment commitments for school-based courses when participating in off-campus workplace learning and/or external training.

3. PARENT/CARER RESPONSIBILITIES

It is the responsibility of the parent/carer to:

- Contact the teacher in the first instance 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 6 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 communication.

4. TEACHER RESPONSIBILITIES

It is the responsibility of the teacher to:

- Provide a Course Outline and Assessment Outline at the commencement of each course/year. These documents will be located on SEQTA for students and parents to access.
- Provide an Assessment Outline with approximate timing / due dates, weighting and type of assessment for each assessed item. This will be displayed on SEQTA.
- Ensure that all assessment tasks are fair, valid, and reliable.
- Maintain accurate records of student achievement available on SEQTA.
- Take part in internal comparability processes when more than one teacher is teaching a course.
- Inform students and parents of academic progress as appropriate, including non-completion of course work and a likely D or E grade (fail).
- Provide students with assessment feedback within a timely period, using marking keys or assessment rubrics.
- Meet college and external timelines for assessment and reporting.
- Make provisions for students who miss assessments for valid acceptable reasons. (See Section 6 for valid acceptable reasons)

5. ACCEPTABLE REASONS FOR NON-COMPLETION OR NON- SUBMISSION OF ASSESSMENTS

The *penalty* (see section 13) will be waived if the student provides a reason which is *acceptable* to the College. For example.

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury, or significant personal circumstances for part or all of the period of an out- of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must;

- contact the College as soon as possible and no later than 8:30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- on the day, the student returns to school following their absence, provide a medical certificate or a letter of explanation to determine acceptability.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non- submission of an assessment task, the teacher in consultation with the HOLA (or in the case of examinations the Deputy Principal in charge of exams) 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 alternate assessment task, if in the opinion of the teacher, the assessment is no longer valid,
or
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other

tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned). **or**

- statistically estimate the students mark for the assessment task on the basis of their marks in similar tasks.

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 and to ensure that any grades/marks issued by the school are valid.

Catastrophic Event and Procedures if Grading / Assessment is affected by a Catastrophic Event.

Where a catastrophic event (e.g., a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the 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.

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. It is the student's responsibility to organise students in each of their classes to collect materials and to submit work as negotiated with each teacher. Teachers will endeavour to support the student's ongoing education and minimise the impact of the absence on marks, particularly if the student meets the negotiated work submission requirements.

6. NON-ACCEPTABLE REASONS FOR NON-COMPLETION OR NON- SUBMISSION OF ASSESSMENTS

Unapproved Absences

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays, preparing for the College ball and sitting a driver's license test are all examples of events that are not considered valid reasons for non-completion, non-submission or non-attendance.

Extended Holidays

Should parents wish to take extended family holidays they must make every effort to do so during official school holidays, not during term time. Parents must recognise that teachers cannot be made responsible for any work missed due to holidays taken during term time.

Extended holidays can prevent a student from completing the course content and from being assessed. Such holidays can create a break in the sequence of learning.

Staff cannot be expected to undertake a significant additional workload or jeopardise the integrity of their tests and assessments to meet the needs of students who are absent under these circumstances. Consequently, there is a possibility that a student's results will be affected, and penalties applied. Missing an assessment for a non-acceptable reason may result in a mark of zero.

7. OVERDUE OR INCOMPLETE ASSESSMENTS

Where an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see Section 6 for details), the following penalties apply.

- 1 day late less 10% of the actual mark awarded
- 2 days late less 20% of the actual mark awarded
- 3 days late less 30% of the actual mark awarded
- 4 days late less 40% of the actual mark awarded
- 5 days late less 50% of the actual mark awarded
- Greater than 5 days late, a mark of zero

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 6 for details), the student will receive a mark of zero.

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, screen shots, photo evidence, handwritten copies, drafts, and direct messaged copies can be submitted as a last resort.

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

All work, in each individual assessment task, must be the work of the student. Students are not permitted to submit for marking, (i.e., as original) any work which;

- is prepared or substantively contributed to by another person (e.g., student, teacher, tutor, or expert)
- is copied or downloaded from the internet without acknowledging the source, e.g. artificial intelligence applications (AIA)
- paraphrases or summarises the work of others.

Further examples of cheating, collusion and plagiarism include;

- 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
- talking during a silent assessment task
- using a mobile electronic device during an assessment.

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 relevant Head of Learning responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded, or plagiarised, one of the following penalties will apply.

- a mark of zero for the whole assessment task,
or
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

10. EXAMINATIONS YEARS 7 - 10

Students must attend scheduled examinations. Due to the length and complexity of examinations they cannot be completed at an alternative time. 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

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.

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.

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. 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.

13. 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 decide on the matter.

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

14. 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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