ST. ANDREW’S GRAMMAR

ASSESSMENT AND REPORTING POLICY FOR SECONDARY SCHOOL

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CRICOS- 01488G
ST. ANDREW’S GRAMMAR
Assessment and Reporting Policy for Secondary School

OVERVIEW

This policy is consistent with the School Curriculum and Standards Authority guidelines on school assessment and it promotes valid, reliable assessment of course outcomes.

Generally assessments can be one of two types; summative or formative.

Summative assessment involves the measurement of student achievement against the objectives of the course. This is achieved by the use of topic tests, written assignments, reports, etc.

Formative assessment occurs during the delivery of a course and it gives direct feedback to the student concerning his/her progress. This form of assessment does not usually contribute toward the subject mark but is equally as important in providing a conceptual understanding of the subject matter.

Students need to be made aware of the School Curriculum and Standards Authority syllabus (with objectives or outcomes) and the assessment programme (procedures for assessment and grading) for each subject/course. They also need to be provided with a copy of appropriate documentation, including assessment weightings.

Students also need to be made aware of their responsibilities to ensure fair and equitable assessment for all students.

POLICY STATEMENT

The St. Andrew’s Grammar Assessment Policy for Secondary School is based upon the procedures and practices listed within this document. All assessment is consistent with School Curriculum and Standards Authority guidelines on school assessment. These procedures and practices promote valid, reliable assessment of course outcomes by students.

ASSESSMENT PROGRAMME CONDITIONS

All staff and students need to adhere to the stipulated conditions which apply to subject assessment programmes:

**Attendance**
Students must attend at least 80% of course lessons in years 11 and 12. Even a small number of missed lessons may affect a student’s ability to complete the assessment programme for a course.
Course Completion
A U grade will be allocated when a student does not have the opportunity to complete the assessment requirements for a course unit or subject and the reason for noncompletion is acceptable to the School. This should occur only when the School considers that the student will, in the future, complete the necessary assessment tasks to allow the assessment requirements of the syllabus to be met and a grade assigned. Completion of the assessment tasks could occur in the following semester, during the holidays or early in the following year.

This would be done in consultation with the Head of Secondary and the classroom teacher.

Number of Subjects
Students are expected to study six year-long courses in Year 11 and a minimum of five year-long courses in Year 12. Requests to study five courses in year 12 will be considered on a case-by-case basis.

Assessment Missed Due to Course Transfer
Students who have missed assessments because of transfer from one school to another or because of commencing a course late in the school year (in exceptional and justifiable circumstances as determined by the Head of Secondary), will be provided with an opportunity to demonstrate achievement of course outcomes or objectives.

Formal Assessment Tasks not completed in Years 11 and 12
(“Formal Assessment Tasks” are those for which the assessment is to be added towards the School Mark, or is counted towards the prescribed Outcomes in Wholly School-Assessed subjects.)

Tests and In-class Assessments
- Where advance notice of difficulties which are accepted as a satisfactory reason for absence has been provided to the School prior to the assessment task,
  i) if it is judged by the teacher to be fair and practicable to do so, arrangements will be made to test the student on their return; or otherwise,
  ii) the student will be recorded as “Absent”, and the student’s results for other assessments will be averaged to provide the assessment component for this task in the School Mark.

- Where written documentation of a satisfactory explanation has been provided after the absence,
  iii) if it is judged by the teacher to be fair and practicable to do so, arrangements will be made to test the student on their return; or otherwise,
  iv) the student will be recorded as “Absent”, and the student’s results for other assessments will be averaged to provide the assessment component for this task in the School Mark.

- Where no satisfactory explanation has been received, the student will have a mark of 0 (zero) recorded for the task; a letter will be sent by The Head of Secondary, to the student’s home, advising that, in line with School Curriculum and Standards Authority guidelines, in the event of another test or In-class assessment being missed without satisfactory explanation, the student will be recorded as “Unfinished” in this course, and this will mean that the course cannot be counted towards secondary graduation.

Extended Tasks
- Where advance notice of difficulties has been provided to the School prior to the assessment task, subject to suitable arrangements being possible, an appropriate extension to the submission date will be arranged. Where such an extension is not possible for reasons of fairness to other students, the student’s results will be averaged to provide the assessment component for this task in the School Mark.
(Note: It is essential that all students recognise that it is their responsibility to initiate discussions before the deadline if there is any danger that the deadline will not be able to be met.)

- Where no satisfactory explanation has been received, a letter will be sent by The Head of Secondary, to the student’s home advising that, in line with School Curriculum and Standards Authority guidelines, the task must be completed to the satisfaction of the teacher by a revised date. The highest percentage that the work submitted by the revised date can receive is 75%. If it is a Wholly School-Assessed subject, then the highest Outcomes that are recorded are “Satisfactorily Demonstrated” only. In the event that the task is not completed by the revised date, a further letter is sent home advising that the student is required to sit a Saturday Academic Detention where the task may then be completed, but a mark of 0 (or Outcomes of not more than “Satisfactorily Demonstrated” for an Outcomes-Assessed course) will be recorded. If the student fails to attend the Saturday Academic Detention or fails to complete the task to the satisfaction of the teacher, then the student will be recorded as “Unfinished” in the course, and this will mean that the course cannot be counted towards Secondary Graduation.

Examinations – Students will not receive marks for an examination that has been missed, except where:

- The student has been ill and can produce an appropriate medical certificate;
- Where a close family bereavement has occurred;
- Some other emergency situation (the WACE allowances will be used as a model for these situations).

In these instances, an alternative examination time and date will be set by the Head of Secondary. This examination will then be marked by the classroom teacher and included as part of the assessment for that student with no loss of marks.

Validity of Assessment Tasks

1. **Links to Programme/School Curriculum and Standards Authority Outline**
   All tests, examination papers or assessment tasks must be linked to the programme of work developed and taught by the course teacher, and they must adhere to and reflect the School Curriculum and Standards Authority’s course outlines, including the correct weighting of assessment tasks.

2. **Security of Papers**
   All tests and examination papers will be held in a secure locked cabinet until the time of the test or examination. It is the responsibility of the subject teacher to ensure that their test or examination papers have been secured in the appropriate way and that one other staff member can access them on the day of the test/examination in case of teacher absence.

3. **Group Work**
   All students within a group should have the same opportunities to demonstrate achievement of outcomes or objectives.

4. **Cheating/Collusion**
   If cheating in a test, examination or assessment is established beyond reasonable doubt, the Head of Secondary will advise the classroom teacher of the penalty to be imposed including the sharing of or possible loss of all marks for the assessment.

5. **Plagiarism**
Plagiarism is a serious offence. It is when:

- An essay (or part thereof) is submitted by a student as his/her own but is not.
- Internet sources are quoted or paraphrased, in part or in whole, without acknowledging the original source.
- A phrase is used verbatim (word for word) from another writer without acknowledging the source.
- A student paraphrases a part of another writer’s work without acknowledging the source with a citation, footnote or endnote.
- The substance of another writer’s ideas is used without acknowledging the source.
- A student cheats on tests or quizzes through the use of hidden notes or viewing another student’s paper. It also includes revealing the answers on his/her own paper to another student through verbal communication, sign language, or other means of storing and communicating information such as electronic devices, recording devices, mobile phones, headsets and iPads.
- Another student’s homework is copied and the work is submitted as if it is his/her own.
- Another person, for example a tutor, or a parent, completes parts of an assignment for a student.

The Head of Secondary will advise the classroom teacher of the penalty to be imposed, including the possible loss of all marks for the assessment.

**APPEALS**

Students will be informed of their final grades and/or numerical assessments before they are forwarded to the School Curriculum and Standards Authority. If students wish to appeal against a grade, they must do so to the School within one week of official notification of grades. In the case of international students, as per the ESOS regulations, there is a 20 day allowance for all appeals.

It is important that in this situation, the student must have taken the responsibility to ensure he/she has retained all evidence of marked assessment tasks. Students can only appeal against the procedures followed, not the teacher’s level of marking.

**STUDENT RESPONSIBILITIES**

It is the student's responsibility to:

- Complete the prescribed work requirements in each course by the due date.
- Complete all assessment tasks described in the scheme of assessment.
- Maintain a folio of evidence for each course studied.
- Maintain a good record of attendance, conduct and progress. (A student who is absent for four periods in a subject or more per term is deemed to be at risk of limiting their potential)
- Initiate contact with teachers and/or the Head of Secondary concerning absence from class, missed assessments, extensions to assessments, and requests and other issues pertaining to assessment.
- It is strongly recommended that students keep a copy of all submitted assessment items for their own reference.
STAFF RESPONSIBILITIES

It is the responsibility of the teaching staff to:

- Develop a teaching/learning programme that adheres to current School Curriculum and Standards Authority guidelines.
- Provide students with a course outline and scheme of assessment at the commencement of the subject/course.
- Ensure that assessments are fair, valid and reliable.
- Monitor the progress of all students and keep students, parents/guardians and the Head of Secondary School informed at all times of each student’s progress with special note of students who are not regularly meeting satisfactory standards.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress as appropriate.

REPORTING

Subject/course reports are written for each subject/course from years 7 - 12 twice per year. Subjects/courses with two or more periods in a week are graded at the end of Semester 1 and Semester 2 in accordance with state and national requirements.

All subjects/courses from years 7-12 require a written comment from the teacher that emphasises student academic progress. Student behaviour is also reported on in each subject/course using descriptors and a ranking system. The Head of Secondary and the Form teacher write a summative comment on the educational progress of each student in Semester 1 and Semester 2.

Student prospective achievement in learning areas is monitored consistently within and across years 7-12. This is done through school based summative and formative assessments, ACER PAT tests in Mathematics and English (years 7-10), ICAS (University of NSW tests) for extension classes in years 7-10 English, Mathematics and Science, and years 7 and 9 NAPLAN testing.

The results of each student are recorded and communicated within the school via learning area coordinators as a basis for ongoing curriculum planning and monitoring individual (and cohort) student learning.

Student achievement and results are also communicated to parents/guardians in Parent-Teacher interviews held at the end of Term 1. Parents/guardians spend 10 minutes with each subject/course teacher discussing their student’s progress and achievements and relaying any concerns they may have academic or otherwise. Parent-Teacher interviews may also be held several times throughout the year based on the needs of individual students.