



Achieving excellence together

CECIL ANDREWS COLLEGE

T: (08) 9234 3400

E: CecilAndrews.Col@education.wa.edu.au • cecilandrewscollege.wa.edu.au

39 Seville Drive, Seville Grove WA 6112 • PO Box 295, Armadale WA 6992

Lower School Assessment Policy (Year 7 – Year 10)

The purpose of this document is to inform stakeholders around the purpose of assessment and outline the schools assessment policy. For students to be successful throughout their secondary schooling, it is important that study habits are formed, and assessment tasks are submitted on time. This enables staff to plan, deliver and report on student progress. Developing effective study routines throughout Year 7 – Year 10, students are more likely to be successful in their senior years schooling as they strive to achieve their Western Australian Certificate of Education in Year 11-12.

Assessment is the process of gathering information about students and their learning and using the data collected to identify student achievement. This information forms the basis of planning for future teaching and learning to further improve student outcomes by addressing the needs of the students. Assessments are imperative for continued progress and monitoring of student achievement.

The following Lower School Assessment Policy has been developed with the aim that staff, students, and parents works in partnership to ensure students to engage in the education and assessment program provided by the College and that all parties are aware of theirs and others' rights and responsibilities in this process.

WESTERN AUSTRALIAN CURRICULUM

The School Curriculum and Standards Authority (the Authority) requires all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. Assessment procedures must therefore be fair, valid, reliable, and inclusive and specifically reflect School Curriculum and Standards Authority Assessment Principles.

Assessment Principles

- assessment should be an integral part of teaching and learning
- assessment should be educative and fair
- assessments should be designed to meet their specific purposes
- assessment should lead to informative reporting
- assessments should lead to school-wide evaluation processes
- assessment should provide significant data for improvement of teaching practices

Student responsibilities

It is the student's responsibility to:

- maintain a good record of attendance, behaviour and progress
- establish and maintain an effective study routine
- complete the prescribed work and assessment tasks by the due date to the best of your ability
- attend class prepared to learn by keeping a neat and well-organised file and necessary writing equipment
- with the assistance of parents/carers initiate contact with subject teachers concerning absence from class for missed assessments and/or extension requests and any other issues pertaining to assessment promptly



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- complete all classwork, homework and revision tasks which may or may not be formally assessed but are essential components of the teaching and learning program.
- catch up with any work missed as the result of an absence
- ensure all work is their own work, or referenced where appropriate

Parent / Guardian / Carer's Responsibilities

It is the responsibility of a parent's/guardian/carer's to:

- provide current and accurate information about special needs, learning difficulties, medical or other concerns which may affect students' progress
- monitor their child's progress and make contact with the school/subject teachers as required
- contact the school as soon as possible as absences arise or become anticipated, if there are changes in medical or other circumstances that may affect students' progress
- support their child to establish and maintain an effective study routine at home
- supply their child with appropriate learning materials and equipment
- ensure where possible, that family holidays are not taken in term time
- attend parent/guardian interview events

Staff responsibilities

It is the responsibility of staff to:

- develop a suitable teaching/learning program that adheres to the School Curriculum and Standards Authority
- provide detailed task sheets for assessments and ensure that assessments are fair, valid, explicit, reliable and authentic
- provide detailed and timely feedback to students Maintain accurate and up to date records of student achievement and assessment on RTP Meet school and external timeframes for assessment, marking and reporting
- participate in moderation practices as required
- inform parents of academic progress as appropriate
- in consultation with HOLAs, negotiate extensions or modified assessment outlines for students who change courses, are absent for reasonable excuses or illness with evidence Modify and make adjustments to assessments to meet the needs of students with special education needs and/or exceptional circumstances
- ensure students have the opportunity to complete assessments upon returning to school from illness (this will be sat at a time and location convenient to teachers to ensure minimum disruption to the continuity of teaching and learning)
- any exemptions and penalties are awarded in consultation with the Head of Learning Area. Exemptions awarded must be clearly annotated in reporting platform
- keep copies of all returned assessments in a portfolio

These guidelines may differ between learning areas, every effort will be made to keep all stakeholders informed of necessary information impacting student achievement.



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Academic achievement is reported in grades from an 'A' to an 'E' where:

A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning. D
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

Role of assessment

- assist teachers to identify a student's progress
- create an opportunity for feedback to students
- inform assessment adjustments
- assist to develop learning programs
- report on student achievement

Absence from class / Missed assessment

If a student is absent from class, his/her ability to achieve his/her potential is diminished. Extended periods of absence usually result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and thus failing to achieve a satisfactory grade.

Scheduled assessment tasks (including tests and practical assessments)

Absence on the submission date of scheduled assessments (due date of projects, assignments and/or in-class test or examination) for illness or other circumstances (e.g. personal trauma, home circumstance etc) must be explained by both:

- a phone call/compass notification on the day of absence to the College absentee team. Parent/guardian/carer must demonstrate awareness of scheduled assessment to allow absentee records to be annotated and
- a follow up letter from parent/guardian or medical certificate to be submitted to the College absentee team immediately upon return to school.

In cases where a student does not submit or attend a scheduled assessment and an acceptable reason is not provided, the teacher will advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade and negotiate a solution where possible. Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays,



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preparation for extra curricula school events).

Where there is not a satisfactory explanation of an absence from a scheduled assessment task, or alternative arrangements cannot be made, the student will be given a mark of zero.

Prolonged Absence

Where a student is unable to attend school for a lengthy period due to illness or injury, the College will endeavour to provide support to the student's learning program. It is the responsibility of the parent/guardian/carer and the student to maintain regular contact with the College throughout the absence to enable this to occur.

A Course and Assessment Outline for each subject will be available through CONNECT at the beginning of each term or semester. Due dates will be clearly outlined and adhered to.

- it is a teacher's responsibility to manage the Assessment Outline which may be subject to change
- it is the student's responsibility to submit work to be assessed on time as communicated to them by their teacher.

Extensions

A student may apply to the class teacher in writing for an extension prior to the due date. Extensions may be given at the discretion of a teacher in consultation and approval of the Head of Learning Area. If no extension is sought prior, a penalty will apply.

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 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 confidential), 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 requirements for the course and to enable a grade to be assigned).

Late assessment

Where scheduled assessment task is not submitted/completed by the due date and the student does not provide a reason which is acceptable to the College, the following penalties apply:

- if possible, teachers will make a judgement on the evidence available by the deadline
- if there is no evidence a penalty of 5% per school day late
- a maximum mark of a C grade (if outstanding after two weeks)

In exceptional circumstances, the parent/guardian/carer may negotiate the development of an individual education plan, to be approved by the deputy principal.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or



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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.

Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). 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
- paraphrases or summarises the work of others
- use of artificial intelligence to complete majority of task.

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 area/teacher-in-charge 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.

School examinations

Administration of Middle School examinations will be modelled on Senior School examination conditions, which in turn are based on WACE Examination conditions

Regulations

- when attending examinations, students must adhere to the regulations relating to that examination
- regulations will be discussed prior to the examination during class time
- any violation of the examination room code of conduct will result in a penalty for the offending student/s

Participation

- students must attend scheduled examinations
- where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit supporting evidence to the deputy principal. The College will determine whether the reason is acceptable
- if the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, an exemption or predicted



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examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination

Reporting of Student Achievement

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student promptly.

- assessment results will be accessible through Connect
- parents/guardians will be informed about their child's progress at the end of Semester 1 and Semester 2 via email.
- parents are encouraged to contact their child's teacher and/or HoLA for further information relating to student achievement.
- parents/guardians will be informed by the subject teacher when it is identified that there is a risk to their child of:
 - Not achieving to their potential
 - Not completing the course and/or
 - Not achieving a passing grad

Any student in Year 9 or Year 10 who have successfully completed VET units of competency, VET qualifications and/or endorsed programs will be reported on in accordance with School Curriculum and Standards Authority. The Senior School policy must be adhered to for any student who engages in these courses.