ASSESSMENT AND REPORTING POLICY

Document Approval

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Version Control

Version	Effective Date	Changes	Author	Next Review Date
1.0	12/05/2021	New Policy	Sowilo Community High School	12/05/2022

Note

Policies are reviewed and updated annually unless urgent updates are required due to process, legislation or related policy changes.

Contents

Related Legislation and Policies

1. Legislation

- [Teachers Registration Act 2012](#)
- [School Education Act 1999](#)
- [School Education Regulations 2000 (WA)](#)
- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [AS/NZS ISO 31000: 2018 Risk Management – Principles and Guidelines](#).

2. Related Policies/Guidelines/Supporting Documents

This policy is linked to the following school policies and guidelines.

- Attendance Policy
- Inclusion Policy
- Privacy and Compliance Policy
- Record Keeping and Retention Policy
- Duty of Care Policy
- Occupational Health and Safety Policy

Overview

1. Policy Statement

Sowilo Community High School is an inclusive, coeducational care school catering for students attending years 7 – 12 (up to 20 years of age). Our purpose is to provide flexible and adaptable educational programs to reengage young people at risk of losing educational opportunities.

This policy aims to provide information on the assessment and reporting processes implemented at the school.

This policy has been reviewed and approved by Sowilo Community High School – School Council.

2. Introduction

When considering Assessment and Reporting we always align with the vision and purpose of the school. This includes:

- Type and method of assessment
- Analysis and Review of Data
- Review of Assessment and Reporting tools.

3. Policy Communication

This policy is:

- Available to Parents/Guardians upon request.
- Provided to new staff at the start of their employment.
- Stored in soft copy on our school drive.
- Stored as hard copy with our administration team.

All Sowilo Community High School all staff and members of the School Council are expected to be understand the requirements of the policy and their responsibilities.

Definitions

The following definitions are relevant to this policy.

Term	Definition
Assessment	The ongoing and systematic process of identifying, gathering, analysing and reflecting on evidence of learning to make informed judgements and decisions about how well students are progressing and to improve future learning.
Reporting	The process of communicating the outcomes of assessment to parents/guardians and students.
Individual Education Plan (IEP)	Students recognised as having special educational needs will have an IEP developed at the enrolment process. All students currently enrolled at Sowilo have an IEP.

Roles and Responsibilities

The following roles and responsibilities are referenced in this document.

1. School Council

Members of the school council must:

- Support the school to implement the Assessment and Reporting Policy.

- Assist in policy review and provide subject matter expertise as required.

- Understand their responsibilities as outlined in the Assessment and Reporting Policy.

2. School Coordinator/Principal

The School Coordinator/Principal must:

- Support the school to implement the Assessment and Reporting Policy.

- Assist in policy review and provide subject matter expertise as required.

- Understand their responsibilities as outlined in the Assessment and Reporting Policy.

- Support teaching team to understand their assessment and reporting responsibilities.

3. Teacher Team

The Teaching Team must:

- Develop skills and an understanding of assessment practices through professional development.

- Design assessment opportunities that assess what students know, understand and can demonstrate according to the Australian Curriculum framework.

- Use assessment information to inform their teaching and learning programs.

- Provide feedback to students on what they have demonstrated and what they can do to improve.

- Make judgements of student's achievements in relation to expected standards.

- Administer prescribed national, state and system assessment.

- Distribute to parents/guardians the prescribed national, state and system assessment reports.

- Report to parents/guardians for each student at the end of each semester

- Maintain assessment records and student portfolios according to school policy.

4. Parents/Guardians

Parents/guardians must:

- Communicate relevant information that may affect their child's learning.

- Take advantage of opportunities to be informed or to discuss any factors that can influence their child's learning.

- Contact the school to talk to teachers about learning concerns or outcomes of their children.

5. Students

Students must:

- Contribute to discussions about assessment processes.

- Assess their own learning and that of their peers in some circumstances.

- Make a genuine attempt to complete all assessments in the allocated time.

Assessment Tools

The teaching staff exercise their professional judgement when monitoring student's progress and determining grades for reporting. Teachers will use a variety of assessment tools to provide the most relevant and valid information.

Assessment tools may include but are not limited to:

1. Formative Assessment

We use Formative Assessment to map or monitor learning progress during a unit of work. Formative Assessment provides ongoing feedback to teachers and students. This Assessment provides information on progress and identifies and addresses areas that require further development, i.e. writing folios, teacher questioning, learning journals, portfolios, digital portfolios, reading logs, observations, interviews.

2. Summative Assessment

Summative Assessment is generally completed at the end of a unit of work to document the level of achievement. Summative Assessment may include written tests, oral presentations, concept maps, problem-solving activities, project work, essays and formal assignments. This Assessment can provide feedback to the teacher about the effectiveness of the unit of work.

3. Diagnostic Assessment

We use Diagnostic Assessment to identify areas of learning weakness and strength. May include checklists, running records and formal assessment tools. The inclusive learning environment at Sowilo provides all students with opportunities to demonstrate their achievements according to their learning strength.

Reporting

The school utilises a combination of informal and formal reporting.

1. Formal Reporting

The school encourages students in Year 7 and 9 to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). Results from NAPLAN tests are distributed to parents/guardians by the school and recorded by the school. The student report will compare individual performance to:

• Other Western Australian students in Year 9.

• The average score on the NAPLAN test.

• The standard expected of students at Year 9 level.

Students in year ten who did not achieve band 8 in NAPLAN or who did not participate in the NAPLAN testing will be encouraged to participate in the Online Literacy and Numeracy Assessments (OLNA) in March and September. We communicate results to students and parents/guardians when available to the schools.

The school provides formal school reports at the end of each semester for each student enrolled and to meet national and state requirements. The report card aims to:

• Use clear language easily understood by parents/ guardians and students.
• Assess student achievement against standards using letter grades and achievement descriptors provided in the table below.
• Be relative to the performance of the student's peer group.
• Provide a common reporting scale.
• Provide details of absences.
• Comment on student attitude, behaviour and effort.
• Provide a teacher comment.

Grades/Reporting scale include the following:

Grade		Detail
A	Excellent	Student demonstrates achievement well beyond the phase of learning
B	High	Student demonstrates achievement above the phase of learning
C	Satisfactory	Student demonstrates achievement at the expected level for this phase of learning.
D	Limited	Student demonstrates achievement below what is expected at this phase of learning.
E	Very Limited	Student demonstrates achievement below the minimum acceptable for this phase of learning.

The school reports student achievements in terms of grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used for reporting achievement in senior courses:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

If a student is on an IEP, the school may use a report card or format that best represents the student's progress and achievement within the learning phases of the school.

2. Informal Reporting

The School reports informally on each student's learning and development in ways that best suit the needs of the student's family.

This process includes:

- Information sessions on the teaching and learning programs for year levels.
- Parent/guardian/teacher discussions that include a three-way conversation with the student.
- Telephone discussions or informal chats between parent and teacher.
- Letters or emails about successes or concerns regarding student assessment.
- Student portfolios.
- Responses to requests from parents for additional information.

Assessment and Reporting Requirements – Year 7 -10

All teaching staff use the assessment schedule to formulate an assessment calendar for each learning phase at the beginning of the year, taking care to allow for sufficient time between testing to minimise anxiety for students who are also required to participate in national testing. This care includes students in years 7, 9 and 10 who will participate in the National Assessment Program Literacy and Numeracy (NAPLAN) and the Online Literacy and Numeracy Assessment (OLNA). Staff consider alternate assessment tools in times of frequent testing and or when adjusting for individual students. Staff record assessment results in the whole school marking sheet then filed them in the student portfolios to analyse student achievement and progress.

1. Incomplete or Missed Assessments

All students will be encouraged to make a genuine attempt at completing assessments to the best of their ability. Teachers make a professional judgement on which assessment attempts are valid and authentic and use these as official samples of work/assessment. We provide all students with opportunities to make up for missed assessments within a reasonable time. Teachers will take note of students who are at risk of non-attendance or non-submission of work. Teachers will do a student review at the weekly teacher's meeting to determine alternate strategies of support. Staff will record any changes in SEQTA.

2. Moderation

Moderation will occur within the teaching team and may include some of the following strategies:

- System exemplars of valid assessments.
- Assessment Guides.
- Annotated work samples indicating student achievement.
- Student work samples drawn from classes.
- Analysis of system data.
- Teacher collaboration within schools to establish standards for achievement as determined by the School Curriculum and Standards Authority (SCSA).
- Comparison with National Standards if available.
- Ensure that the policy becomes a working document.

3. Cheating, Collusion and Plagiarism

Suppose a student is suspected of cheating, collusion and or plagiarism. In that case, the teacher will make a professional judgement on which assessment attempts are valid and authentic, and these will be put forward as official samples of work/assessment. The teacher will note assessments that are not used in student portfolios, stating the reason for its exclusion if cheating, collusion and or plagiarism is suspected.

4. Retention of Assessments

The school retains all assessment folders and makes them accessible to students. These assessment folders and teacher mark sheets/books remain secure on the school premises for seven years after the student has left the institution.

Assessment and Reporting Requirements – Year 11 and 12

1. Western Australian Certificate of Education

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on completing their senior secondary education. There is no specified time limit for completion. Study towards the achievement of the WACE can be undertaken over a lifetime. Students at Sowilo undertake a limited combination of WACE courses and receive a Western Australia Statement of Student Achievement (WASSA) after their school-based studies.

The assessment process of senior school students must adhere to the School Curriculum Authority Standards (SCSA). Adherence to these guidelines is mandatory for all students.

Teachers must refer to the latest version of the WACE manuals for any extra support needed to deliver senior school courses. The following link is provided:

https://www.scsa.wa.edu.au/publications/wace-manual

2. Course and Assessment Outlines

Year 11 and 12 students enrolled in WACE courses at Sowilo are provided with the course and assessment outlines for each unit or pair of units at the beginning of the course. We make available a classroom hard copy of the syllabus of courses offered at Sowilo. The Senior School Assessment Policy is available to all interested students and their parents/guardians at the start of the course teaching.

The teacher determines the sequence in which they teach the syllabus content and delivery within SCSA guidelines. They will make adjustments to the timeline to allow for extra time for unit completion at the teacher's discretion. However, this should not exceed a calendar year.

3. Assessment Practices

All assessment tasks for WACE courses will be classroom-based, whereby the students work independently through assessment tasks under the supervision of the teacher and support staff. Sowilo currently does not offer any courses that require the student to sit an examination.

If year 12 courses are delivered for that academic year, students must sit Externally Set Tasks (EST).

The EST is:

- Compulsory for all students enrolled in Units 3 and 4
- Set by the Authority and
- Administered by the school under invigilated conditions and following the protocols provided by the Authority.

Teachers will inform students that the EST is part of the school's assessment program and explain the rules regarding the invigilation of an EST.

4. Grading

Sowilo will report student achievements in completed General and Foundation courses in terms of grades. The grade assigned describes the overall achievement for the finished pair of units (or unit, where a single Year 11 unit is studied).

The following grades are used;

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

5. Incomplete Assessment Program

Teachers will determine alternate support strategies and adjustments needed to support students who have missed assessments due to extenuating circumstances. They will reserve teacher judgement to award an appropriate mark based on coursework, provided it meets the same assessment criteria.

Many students enrolled at Sowilo will not complete the assessment program for a unit in the prescribed year of study. For this reason, students who are enrolled in year 11 courses will receive a weighted mark as their final mark. They will have the option to enrol in the unit in the following year.

6. Unit Completion

A student will be assigned a grade for a pair of General or Foundation units (or unit) when they have completed the education program and the assessment program for the units.

7. Authentication of Work

If a student is believed to have engaged in inappropriate behaviour (such as cheating, plagiarism or collusion) for an assessment task or during an ES, the school will inform the student of the belief and the consequences of such behaviour.

Students who have cheated in assessed work or externally set tasks do not receive a grade for that assessment task. If a student submits work that is not their work, it will not be marked. If submitted work is not an original product, it is not entered as an assessed task. Similarly, all students involved in the collusion will not receive an assessed grade for that assessed task.

Students will be permitted to reattempt the assessment task as all assessment tasks do not take the form of tests at Sowilo but rather alternate means of assessing demonstrated outcomes. (Refer to Assessment tools for alternate ways of assessing student outcomes)

8. Procedures to be implemented if assessment/EST is affected by a catastrophic event

Due to the nature of the teaching and learning at Sowilo, students will continue with the assessment task as an independent learning activity when returning to school if the school were affected by a catastrophic event. If such an event affects an EST, the same procedure will be followed but under invigilated conditions.

Assessing individual performance on group tasks. The assessment of an individual's performance in a group task is acceptably done through:

- Teacher monitoring of group and individual progress.
- Peer evaluation.

9. Managing assessment information

Assessment documents and marked assessment tasks held by teachers need to be accessible until the Authority approves the school's grades after student appeals in Year 12 and March of the following year for all other students.

Schools must retain all student assessment records, including teachers' marks books, until the year in which the student turns 25 years of age.