

Years 7-9 Assessment Guidelines and Procedures 2024

1. Introduction

Newman College is committed to an assessment process that reflects our *Vision for Learning and Learning Cycle*. Students are challenged to engage with relevant and effective assessments mapped to the curriculum. Assessments are an integral part of the learning process, and assessment procedures need to be fair, reliable, valid and transparent. Assessment provides students, parents/guardians, and teachers with evidence of a student's progress in developing the skills and understanding they have studied, as well as allowing students to reflect on and monitor their progress to inform their learning goals.

2. Definition

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (<http://assessment.uconn.edu/what/index.html>).

3. Assessment information to students

A Course and Assessment Outline will be provided to all students online.

3.1. Procedures for assessment in the event of absence

When a student is absent for an assessment task, the reason for the absence must be determined by the Vice Principal, Deputy Principal Teaching and Learning PK-12, Leader of Learning, Leader of Wellbeing or relevant classroom teacher as per the nature of the absence. Parents are required to contact the College to provide the reason for the absence on the day of the absence.

3.2. Terms of reference relating to student absence

There are three terms associated with student absence:

3.2a Approved Absence: This occurs when students are absent due to illness, bereavement, or to attend a College-endorsed event, such as a calendared excursion, involvement in a College sports team or as a representative in a state sports team. Approval is granted for instances of illness or bereavement following parental contact with the College. Receipt of an email of approval from the Vice Principal is required for all absences (excluding illness and bereavement).

*Please note that requesting an approved absence does not guarantee its approval and is only acknowledged following confirmation from the Vice Principal.

3.2b Unapproved Absence: This occurs when students are absent from the College but have received emailed confirmation that the absence is being recorded as unapproved (e.g. to attend a family holiday); this also extends to absences where the College has not received parental notification of the absence or the necessary steps have not been taken to seek approval.

3.2c Standardised Score: A standardised score will be calculated in the event of an approved absence from an in-class assessment or exam. **For note:** Given the nature of assessment in Years 7 to 9, a standardised score will also be generated on the first occurrence of an unapproved absence in the calendar year. This will be provided to the student's assessments across all Learning Areas within that absence. A standardised score is generated at the end of both reporting semesters, uses the cohort mean and standard deviation of the assessment task that has been missed, and predicts the student's mark based on their mean and standard deviation from all other assessments.

For students with more than one standardised score in a course, the Leader of Learning, in consultation with the Deputy Principal Teaching and Learning PK-12, will determine whether there is sufficient data to report student achievement accurately.

3.3. Roles and responsibilities in assessing and reporting

Students, parents, teachers and the College have an essential range of responsibilities in ensuring the best conditions for assessment are maintained. These

Students	Parents	Teachers	College
<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents for each course, including—but not limited to—the course and assessment outline. • Recognising the critical dates relating to assessments and submitting all work by the advertised dates. • Taking constructive ownership of their learning and completing all tasks to the best of their ability. • Recognising that missing an assessment due to a College event will require them to sit the assessment upon returning to the missed assessment sessions. • Proactively discussing difficulties regarding an assessment, absence from class, missed assessments or extension requests with their classroom teacher. • Ensuring they uphold the five fundamental values of Academic Integrity: honesty, trust, fairness, respect and responsibility. • Checking the similarity reports to ensure they are upholding academic integrity. • Removing smartwatches at the beginning of the in-class assessment. • Ensuring that they have submitted the correct electronic file. • Re-scheduling music lessons or out of school appointments that occur in the periods when a test is scheduled. • Informing staff in Student Reception if attending during a period where an assessment is occurring. 	<ul style="list-style-type: none"> • Familiarising themselves with the Newman College Assessment Guidelines and Procedures. • Familiarising themselves with the learning and teaching documents relating to their child's studies, including—but not limited to—the assessment outline. • Supporting their children in managing the important dates relating to assessments. • Highlighting the importance of submitting all work by the assigned due dates. • Supporting their children in using a constructive approach to discussing any difficulties regarding assessment, absence from class, missed assessments or extension requests with their classroom teachers. • Following appropriate and due process when notifying the College of their child's absence and adhering to the policies contained herewith. • Viewing SEQTA regularly as one source of information on their child's academic progress. • Discussing assessment feedback with their child. 	<ul style="list-style-type: none"> • Consistently following the policies and procedures herewith. • Ensuring the necessary learning and teaching documents are accurate and made available to students and parents. • Referring closely to the assessment outline and providing fair and reasonable notice and support in the lead up to an assessment. • Notifying the year group via Teams of changes to due dates and parents via SEQTA correspondence by either the Leader of Learning or the Course Coordinator. • Designing assessment tasks that are purposeful, valid and reflective of the syllabus. • Engaging in learning and teaching activities that provide students opportunities for goal setting, growth and reflection. • Providing timely feedback on assessments, ensuring work is returned to students within two weeks. • Routinely updating SEQTA with assessment dates and marks, ensuring these are visible to students and parents. • Routinely correspond with students and parents regarding academic performance and progress. • Engaging in fulsome moderation processes, including external moderation where required. • Submitting a note on SEQTA regarding students who have missed an assessment and notifying parents. 	<ul style="list-style-type: none"> • Ensuring that teachers and Learning Areas uniformly and fairly administer the Assessment Procedure across the College. • Ensuring that the procedure is regularly updated. • Ensuring that the Assessment Guideline and Procedures is published and accessible to students, parents, and teaching staff.

3.4. Individual steps to be taken in the event of unplanned, approved and unapproved absences per assessment type:

In-class assessments	<p>Approved absences:</p> <ul style="list-style-type: none"> In the event of illness or bereavement, parents are required to notify the College absentee department via email or phone. All other absences (as described in 3.2a) require written approval from the Vice Principal. Classroom teachers will receive notification via SEQTA of any approved absences. The teacher will record details of the missed assessment and notify parents via SEQTA of how the assessment will be completed, either in missed assessments or as a homework task (for formative purposes only). In circumstances where the validity of an assessment task can be maintained, the student will complete the task in missed assessments, and a mark will be awarded accordingly. In circumstances where the validity of the task cannot be maintained, a standardised score (as described in 3.2c) will be generated at reporting points in Semesters 1 and 2. The classroom teacher, in consultation with the Leader of Learning, will then arrange for the student to complete the task for formative purposes as homework, providing a due date of five school days to complete. Students who do not submit the formative assessment after five school days will be issued a Monday College detention by the Leader of Learning. Detailed notes are to be recorded in SEQTA. <p>Unapproved absences:</p> <ul style="list-style-type: none"> A zero mark will be entered for the task with parents, the Leader of Learning and Leader of Wellbeing notified. The classroom teacher, in consultation with the Leader of Learning, will arrange for the student to complete the task for formative purposes as homework, providing a due date of five school days to complete it. After five school days, students who do not submit the formative assessment will be issued a Monday College detention. Given the unapproved nature of the absence (as defined in 3.2b), the student is not entitled to a standardised score.
Practical in-class assessments	<p>Approved absences:</p> <ul style="list-style-type: none"> In the event of illness or bereavement, parents are required to notify the College absentee department via email or phone. All other absences (as described in 3.2a) require written approval from the Vice Principal. Upon their return, the student will liaise with the classroom teacher as to when they can complete the assessment. If the classroom teacher determines this cannot occur, the student will receive a standardised mark against the practical assessment type. Speaking and Listening assessments will be conducted via the classroom teacher during the Missed Assessment session or at a time agreed to by the student and teacher.
Assignments	<p>Approved absences:</p> <ul style="list-style-type: none"> In the event of illness, parents are required to notify the College absentee department via email or phone. All other absences (as described in 3.2a) require written approval from the Vice Principal. The student must correspond with the classroom teacher to confirm an appropriate due date. Where work has been completed and can be submitted electronically, it is preferred that work is submitted on the initially set date. The submission is due by 23:59 WST on the outlined due date. It is the student's responsibility to ensure that any work submitted electronically is the correct file submission. Late penalties will apply for re-submitting the correct files after the due date. If the assignment is not submitted by the agreed upon date, the teacher will deduct a penalty of 10% of the student's eventual result multiplied by the number of days late. The 10% penalty per day is applied in the following way: Final mark – (10% of the final mark x the number of days penalty) =. For example, in the example below, 10% of 65 is 6.5. The number of days late is 6. <ul style="list-style-type: none"> $6.5 \times 6 = 39$ $65 - 39 = 26$ Final mark: 26 The weekends counts as one day when calculating the late penalty.

	<ul style="list-style-type: none"> Detailed notes will be recorded in SEQTA. <p>Unapproved absences:</p> <ul style="list-style-type: none"> Where a student has an unapproved absence and does not submit an assignment on the due date, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the result. The classroom teacher will communicate with the parents on the day the assessment is due and include the Leader of Learning and Leader of Wellbeing. After seven days, if the work remains unsubmitted, a zero result will be entered, and the Leader of Learning will issue a Monday College detention where the work can be completed and submitted for formative purposes. In the instance where more time is required, the student has until 15:15 WST on the Friday of the week of the College detention to submit the assignment to the classroom teacher. The classroom teacher will enter into SEQTA completion or non-completion and inform the parents, Leader of Wellbeing & Learning and Deputy Principal Teaching & Learning PK-12. Where the student has not completed the assignment, the Deputy Principal Teaching & Learning PK-12 will inform parents, and the student will be withdrawn from classes until the assignment is completed to an acceptable standard. The Leader of Wellbeing and Deputy Principal Teaching & Learning PK-12 will hold a re-entry meeting with the family and student before returning into the classroom. Detailed notes of the steps followed will be recorded by teachers in SEQTA. <p>Assignment Extensions:</p> <ul style="list-style-type: none"> Extensions will only be granted in extenuating circumstances. The student must apply for an extension three school days before the due date using the Application for Extension Form located on the SEQTA home page and provide satisfactory evidence of having worked towards completing the task. The Leader of Learning is responsible for approving an extension. The Leader of Learning will inform the student via email whether the extension has been granted; if so, they will also provide the new submission date. If an extension has not been approved and the assessment item is not submitted by the set deadline, parents/guardians will be informed, and the following penalties will be applied: <ul style="list-style-type: none"> A 10% reduction in the student's mark per day that the work is late up to seven days, after which a mark of zero will be recorded and a Monday College detention issued by the Leader of Learning. Following this, procedures will be followed in line with the non-submission of the assessment task.
Non-submission of assessment tasks	<ul style="list-style-type: none"> Where a student does not submit an assignment on the due date, a penalty of 10% of the student's eventual result multiplied by the number of days late will be applied to the result. The classroom teacher will communicate with the parents on the day the assessment is due and include the Leader of Learning and Leader of Wellbeing. After seven days, if the work remains unsubmitted, a zero result will be entered, and the Leader of Learning will issue a Monday College detention where the work can be completed and submitted for formative purposes. In the instance where more time is required, the student has until 15:15 WST on the Friday of the week of the College detention to submit the assignment to the classroom teacher. The classroom teacher will enter into SEQTA completion or non-completion and inform the parents, Leader of Wellbeing & Learning and Deputy Principal Teaching & Learning PK-12. Where the student has not completed the assignment, the Deputy Principal Teaching & Learning PK-12 will inform parents, and the student will be withdrawn from classes until the assignment is completed to an acceptable standard. The Leader of Wellbeing and Deputy Principal Teaching & Learning PK-12 will hold a re-entry meeting with the family and student before returning into the classroom. Detailed notes of the steps followed will be recorded by teachers in SEQTA.

4. Subject Completion

A student will be deemed to have completed a subject and, therefore, be eligible to receive a percentage and grade when the subject's structured educational program and assessment program have been completed. If the student does not meet the educational program or any of their tasks, their final level of achievement may be affected, and the College may be unable to report on the student.

5. Prolonged/frequent absences

Where a student cannot attend classes for a lengthy period due to injury or illness or misses a large number of lessons over a period of time, the College will endeavour to provide support for the student regarding their learning and assessment programs. In such circumstances, each case will be treated on an individual basis by the Deputy Principal Teaching and Learning PK-12, in consultation with the Leader of Learning and Wellbeing. However, such absences may significantly impact the student's academic achievement.

Several actions may result from a prolonged absence, which include, but are not limited to:

- The completion of additional or modified assessment tasks upon the student's return
- Missed assessment tasks may be removed from the assessment outline for the student, and the weightings of other tasks of the same assessment type altered accordingly to ensure that the assessment requirements of the syllabus are met
- A standardised score.

The assessment program developed for a student with prolonged or frequent absences must meet the requirements for the course and judgements must be made based on evidenced achievement against the year-level achievement standards. For students with prolonged/ frequent absences, the Leaders of Learning, in consultation with the Deputy Principal Teaching and Learning PK-12, will determine whether there is sufficient data to report on the student's achievement accurately.

6. Interruption to preparation for an assessment

Where a student has an extended approved absence and has had their preparation time immediately preceding an assessment interrupted, the classroom teacher, in consultation with the Leader of Learning, will determine the appropriate number of days upon their return in which to prepare.

7. Process for completing missed assessments

The priority is for students to be in the classroom with their teacher when returning from absence and to lessen the impact on teaching and learning time. To maximise time within the classroom and to ensure assessment conditions are monitored, the College provides three times per week for missed assessments to be completed:

- Tuesday 7.45 – 8:45 am
- Wednesday 3.20 - 4:20 pm
- Friday 7.45 - 8:45am

Students must arrive promptly to the missed assessment session as it **will only run for the allocated hour**, and no further time will be given to those students who arrive late.

When returning from absence after missing an in-class assessment, students should complete the assessment in one of the two closest missed assessment sessions (i.e., if a student is sick for an assessment on Tuesday, the tasks must be completed on Wednesday or Friday). A zero score will be recorded if students do not complete the task during the allocated missed assessment sessions, and the Leader of Learning will issue a Monday College detention. Students who miss multiple assessments must complete the tasks in order of due date in consultation with the relevant Leaders of Learning and classroom teachers.

Where a student misses three missed assessment sessions (i.e., a week of missed assessment sessions being made available), the classroom teaching, in consultation with the Leader of Learning will issue a mark of zero and a Monday College detention will be issued.

8. Absence as a result of isolation requirements due to the COVID-19 pandemic:

Absences related to COVID-19 are regarded as *approved absences*, as described in section 3.2a. Parents must **submit a medical certificate** to the College absentee email address if a student has COVID-19 symptoms on the day/s of an assessment or examination. Students can access learning resources and materials remotely (via Teams, OneNote and SEQTA). Given the evolving nature of governmental policies and regulations, the College reserves the right to revise and amend this policy should processes for contact tracing or isolation change.

9. Assessing Students with Special Education Needs

9.1 Education Support Students

Students in the Education Support Centre are primarily taught by specialist teachers in the Education Support Centre and receive an individualised learning program. When these students participate in mainstream classes, the curriculum, including all assessments, is modified to cater for their learning needs. The students follow a modified teaching and learning program and have a modified assessment outline. Education Support students who attend mainstream classes and miss an assessment are not required to sit it in the Missed Assessments sessions. The classroom teacher will liaise with the Leader of Learning Education Support, who will organise an alternative time within the centre for the assessment to be sat.

9.2 Learning Support Students

The Leader of Learning Support and Pedagogy identifies students who may be eligible for special consideration, such as extra time in assessments and exams. When assessing students with learning support needs, the Leader of Learning Support will consider the functional impact of the disability, which may prevent the student completing an assessment task under standard arrangements. The Leader of Learning Support oversees the distribution of relevant information to teachers relating to the support individual students need.

Given their specialist knowledge curriculum, teachers may appropriately vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing how students present evidence of completion of assessment tasks.

Where students are sent home by the College due to being unwell or dysregulated on the day of the assessment, the Leader of Learning Support will liaise with the classroom teacher and appropriate Leader of Learning to organise an alternative arrangement to sit the assessment.

10. Unauthorised items: Smart Watches and mobile technologies

Students must remove smart watches before starting an in-class or missed assessment session. Students who fail to do so will be deemed to be in possession of mobile technologies and will be penalised in line with section 12.

Students with medical conditions such as diabetes who require the use of mobile smartphones are to ensure they function only as a CGM receiver and have the following provisions made:

- The phone is not accessible to the student but within Bluetooth range
- The phone is to be left on the teacher's table or an adjacent desk
- The student is to be seated at the front near the supervisor's table
- The phone settings to be set so the screen always stays on (i.e. it does not auto-lock)
- In the case of students with diabetes, the app showing glucose readings is to be turned on so that readings stay on the screen.

11. Return of student assessments

Students' work must be marked and returned within two weeks of the submission date.

- The release of marks via SEQTA will be done by the classroom teacher within the period that the assessment is returned.
- The College may use copies of student work to develop portfolios to exemplify standards, for moderation purposes or to inform future learning programs.
- Students must retain copies of their assessments for the year if not held by the classroom teacher.

12. Academic Integrity (cheating, collusion, and plagiarism)

The College is committed to the development and practice of academic integrity. Academic integrity is the expectation that all community members act with honesty, trust, fairness, respect and responsibility.

Academic Misconduct involves forms of cheating such as collusion and plagiarism, irrespective of whether this is the intent of the student or not. Examples include, but are not limited to:

- Gaining or sharing information specific to an assessment that could reasonably be expected to provide an unfair advantage (including sharing information between classes). Students who permit others to copy their work will put themselves in a position where they will be penalised.
- Gaining a copy of an assessment or marking key prior to its release
- Presenting a response to an assessment that is not one's own work; this includes the use of artificial intelligence tools
- Talking during a silent assessment task
- Using a mobile device during an assessment
- Accessing prohibited materials during an assessment or exam (such as pre-prepared and concealed notes).

12.1. Allegations of breaches of academic integrity

If a student is believed to have engaged in any form of cheating, collusion or plagiarism, the teacher, in consultation with the Leader of Learning, will investigate whether the evidenced behaviour constitutes academic misconduct. The student will be provided with the right of reply during this investigation. Parents will be informed of the investigation.

Where it is established beyond reasonable doubt that behaviour constituting academic misconduct has occurred, the Leader of Learning will inform the Deputy Principal Teaching and Learning PK-12, the Leader of Wellbeing, the student, and their parent of the result of the investigation and the penalty.

Where 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 in which academic misconduct occurred.

A student who **repeatedly** partakes in academic misconduct may have the following penalties apply:

- receive a mark of 0 for the assessment/s in question
- have a meeting with parents, the Leader of Learning and the Deputy Principal of Teaching and Learning PK-12
- complete an academic integrity course
- be internally suspended for continuous breaches of the assessment guidelines and procedures.

Students may also be referred to the College's counselling services, as assessment rule breachers often indicate an underlying issue that requires attention.

12.2. The Use of Artificial Intelligence

Artificial Intelligence (AI) tools, including but not restricted to ChatGTP, are large language models trained on a dataset of conversational text. They can generate responses similar to human responses to various prompts and be used for various natural language processing tasks, including text completion, conversation simulation, and language translation.

- All students are expected to act with academic integrity and submit original work that is their own.
- If artificial intelligence tools are used to assist in the research and writing process, the final submission must not be used as the student's own work.
- Any information or ideas obtained from research tools, including artificial intelligence tools, must be appropriately cited in the final submission.
- Plagiarism, including submitting work that is not originally the student's own, will result in the appropriate penalties as outlined in Section 11.1, Allegations of breaches of academic integrity of the Years 7-9 Assessment Guidelines and Procedures.
- Students are encouraged to seek assistance from teachers and other academic support resources if they have questions or concerns about using research tools or academic integrity.

Teachers will use multiple methods, including manual review, comparison to online sources and use of plagiarism detection tools like Turnitin and artificial intelligence to check the originality of the work submitted by a student.

If a teacher suspects that a student's submission is not their own work, they may require the student to validate their knowledge and understanding through other means, such as in-class validation assessments.

12.3. Ensuring the academic integrity of out-of-class assessment tasks

Student achievement in out-of-class assessment tasks is authenticated by the teacher using a range of strategies including, but not limited to:

- Monitoring of student progress during regular observations, reflections, and feedforward opportunities
- Use of plagiarism monitoring software, where practicable
- Validation of achievement by an in-class assessment task under test conditions
- Completion of the task partially at home and partially at school
- Requirement of a signed student declaration stating that all unacknowledged work is the student's own
- Electronic text matching services such as Turnitin.

12.4. Submission of tasks through electronic text matching or code comparative software

The student must ensure that the correct assessment file has been uploaded onto SEQTA or Electronic text-matching software. Penalties will be applied in line with section 3.5.

As part of the College's procedures for ensuring academic integrity, work submitted for assessment may be checked using electronic text matching or code comparative software, including but not limited to Turnitin. A copy of all work submitted to Turnitin will be retained on the Turnitin database. This complies with copyright, privacy and data protection laws.

Teachers may use the Originality Report produced by Turnitin, which highlights the text in the submission that

matches or is similar to another source and links to the original source. Should a teacher determine that academic misconduct has occurred, they will follow Section 9.1, Allegations of breaches of academic integrity of the Years 7-9 Assessment Guidelines and Procedures.

12.5. Assessing individual performance on group tasks

The assessment of individual performance within a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skill and understanding while operating in a group context. In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, skill and understanding that the task aims to assess. To do this, the teacher may choose to use various strategies including, but not limited to:

- monitoring of group and individual progress
- use of a teacher-monitored logbook to document the stages in the development of the task
- peer evaluation and self-reflection exercises

13. Security of assessment tasks

For each department, the Leader of Learning will ensure that re-using an assessment task does not disadvantage a particular group of students. Leaders of Learning will ensure that assessment tasks are refreshed from year to year to avoid the potential for students to gain an unfair advantage from copying past assessments.

Common assessment tasks may be used within a Learning Area to ensure comparability between classes studying the same course in one academic year. To ensure fairness to all students when using an assessment task that cannot be assumed to be unseen by students in a particular class, teachers/Leaders of Learning may:

- Develop parallel assessment tasks for use by different classes
- Use common timing of the assessment task for different classes
- Collect and retain assessment tasks and all student responses to the task until all classes have administered the task
- Modify assessment tasks before re-using them in the future
- Engage in moderation processes, including external moderation when required.

14. Procedures to be implemented if the 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), the Leader of Learning, in conjunction with the Deputy Principal Teaching and Learning PK-12, will decide on the appropriate action which may include:

- a professional judgement of the performance of the students affected by the event will be made based on already completed assessment tasks
- the assessment outline is modified for the students affected by the event
- the teacher/Leader of Learning informs the students affected by the event (and their parents/guardians) of how their achievement will now be determined, including any additional assessment tasks that will be required.

15. Request for a review of an assessment

Students must note that a review of marks may lead to receiving a lesser mark than was initially awarded. The student must approach their classroom teacher to discuss the assessment in a timely manner, outlining where their areas of concern are against the marking key. Parent collaboration at this point is welcomed, and the teacher may provide further feedback annotations or seek moderation from other course teachers where practicable.

If this does not resolve the matter, a written request for further review is made to the Leader of Learning, who will review the assessment and provide a written outcome. The review process at this stage could include seeking external moderation or reviewing all assessments completed by the student and informing the Deputy Principal Teaching and Learning PK-12 of the request. In all instances, review process documentation will be maintained on SEQTA, and parents will receive written correspondence.

Following consultation with the Leader of Learning, students and/or parents may deem it appropriate to request further review from the Deputy Principal Teaching and Learning PK-12 if they feel the matter is still unresolved. The Deputy Principal Teaching and Learning PK-12 will engage in other forms of validation, which could include liaising with external course advisors. The Deputy Principal Teaching and Learning PK-12 will provide a written outcome to conclude the review. Student appeals and requests for assessment review will be treated with procedural fairness and in accordance with Newman College's Codes of Conduct.

Students and parents must be aware of the reasonable timeframe for appeal and that, given the stringent process

outlined for review, a request of this nature does not guarantee a change in outcome. It must also be acknowledged that teachers and Leaders of Learning are unable to change results, and this must be set as a directive from the Deputy Principal Teaching and Learning PK-12 following a stringent investigation.

16. Reporting of student achievement

Reporting happens at two stages throughout the year and accurately summarises the formative and summative assessment information collected for each student. Reporting aims 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, including:

- The formal reporting of student achievement at the end of Semesters 1 and 2
- The communication of a “State Grade” as well as a “Course Grade” to acknowledge student achievement in relation to the year-level achievement standards
- Facilitation of parent/student/teacher interviews at set points in the year and on an as needs basis
- Returning marked work to students containing feedback within a two-week timeframe
- Making marks visible on SEQTA within two weeks of the assessment being submitted
- Providing a range of formative tasks to “feed forward” and shape future learning
- Providing detailed analytical or criteria-based marking keys for each task.

Where students have more than one standardised score in a Learning Area, the Leader of Learning, in consultation with the Deputy Teaching and Learning PK-12, will determine whether there is sufficient data to report student achievement accurately.

Related Documents

Western Australian Curriculum and Assessment Outline
Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy

Review Process

Year	Reviewed By	Review	Date of Review
2023	Vice Principal, Deputy Principal Teaching and Learning PK-12, Leaders of Learning Secondary	<ul style="list-style-type: none"> • Inclusion of Academic Integrity in relation to Artificial Intelligence. • Include revised Missed Assessment procedures. 	January 2023
2023	Teachers, Middle Leaders, Deputy Principal Teaching & Learning PK-12, College Executive	<ul style="list-style-type: none"> • Policy review for staff clarity 	October 2023