

This policy is provided to all Years 7-10 students at Denmark Senior High School and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*. This policy communicates the mandatory requirements for teaching the Western Australian curriculum and for assessing and reporting student achievement. The Authority requires all schools to implement the *Western Australian Curriculum and Assessment Outline* to meet the learning needs of all students.

1. Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)
- are proactive in seeking feedback about their progress
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each subject studied which contains all completed written assessment tasks
- make themselves aware of and ensure adherence to the procedures outlined in this policy

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus
- provide students with access to a course outline and an assessment outline (see Section 4 for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet School and external timelines for assessment and reporting
- uphold the procedures outlined in this policy
- inform students and parents of academic progress, as appropriate.

3. Parent/Caregiver Responsibilities

It is the responsibility of the parent/carers to:

- support student to maintain regular attendance at school to ensure they meet course requirements
- contact classroom teachers if concerned about a particular subject
- notify the front office if their child is absent on the day of a scheduled assessment
- contact the Year Coordinator, HOLA, Head of Student Wellbeing or Deputy Principal as soon as possible if they are aware of a problem with their child, either academic, social or emotional
- actively engage in conversations with teachers about their child's progress through attending parent nights and requesting parent/teacher conferences at other times as needed
- support students to develop good study and homework habits
- make themselves aware of the assessment policy and procedures in relation to acceptable and unacceptable reasons for absences/non submission of assessments

4. Information provided to students

Before teaching starts, the teacher will provide access to the following documents:

- a course outline that shows:
 - all the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline that includes:
 - the number of tasks to be assessed
 - a general description of each assessment task
 - the assessment type, as prescribed in the syllabus
 - an indication of the syllabus content on which each task is based
 - the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Note: students without internet access at home can request a hard copy of these documents from their teacher.

5. Principles of Assessment

The following guiding principles are set out by The Authority and guide the assessment practices at the School:

- Assessments should be an integral part of Teaching and Learning
- Assessments should be educative
- Assessments should be fair
- Assessments should be designed to meet their specific purposes
- Assessments should lead to informative reporting
- Assessments should lead to school-wide evaluation processes

6. Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school's leadership team (HOLA, DP or Principal). 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/caregiver must:

- contact the School before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which is **acceptable** to the school's leadership team (HOLA, DP or Principal) 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 (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, concerts, social events).

In exceptional circumstances, the parent/caregiver may negotiate the development of an individual education plan with Year Coordinator or Deputy Principal. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

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 School examination timetable, students will be advised by the School of adjustments to the task requirements and/or the assessment outline.

Where an 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 School (see Section 8 for details), the student is at risk of:

- receiving a lower grade than expected at the end of the course unit (where there is sufficient evidence from other similar assessment tasks)

7. Unacceptable reasons for non-completion or non-submission of an assessment task

Attending social events and events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. Family holidays during the term are not considered a valid reason for non-completion, non-submission or non-attendance.

Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity **before** the due date.

For any late out-of-class assessment task, or where a student does not attend a scheduled in-class assessment task and where the student **does not** provide a reason which is acceptable to the school, the following penalties will apply:

For any late out-of-class assessment task, where the student **does not** provide a reason which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark (if submitted one school day late) **or**
- 20% reduction in the mark (if submitted two school days late **or after the weekend**) **or**
- 30% reduction in the mark (if submitted three school days late) **or**
- 40% reduction in the mark (if submitted four school days late) **or**
- 50% reduction in the mark (if submitted more than five school days late)
- Failure to submit the assessment task within 10 school days of the assigned due date will result in a mark of zero being recorded

For any missed in-class assessment task where the student **does not** provide a reason which is acceptable to the schools leadership team (HOLA, DP or Principal), the following penalty will apply:

- A mark of zero

If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/caregiver to discuss the impact on the student's achievement and/or the risk of the student not completing the course/unit.

8. 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)
- copied or downloaded from the internet without acknowledging the source, e.g. artificial intelligence applications (AIA)
- paraphrases or summarises the work of others

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/caregiver 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/caregiver will be informed in writing of the decision made, the penalty and any further disciplinary action

9. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. The School will retain all non-written assessment tasks (typically as audio or video recordings or digital products) if this has been captured. Assessment material may be required by the teacher when assigning grades. In the event a student wishes to request a review of an assigned grade the onus is on the student/family to provide the assessment file to the assigned representative (refer to section 14).

All materials not collected by the students at the end of the year are securely disposed of by the School.

The School will not use the materials for any other purposes without the written permission of the student.

10. Modification of the assessment outline

If circumstances change during the teaching of the course, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/caregiver.

11. 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 area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website (www.scsa.wa.edu.au). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, or additional time to complete the task.

12. Reporting student achievement

The school will:

- **formally** report on student achievement at the end of Semester 1 and Semester 2 using a 5 point scale. The report provides for each course:
 - a comment by the teacher
 - a grade¹
 - the percentage mark¹ (calculated from the weighted total mark).
- **informally** throughout the year in a variety of ways
- **as requested from the student's parents/caregivers**

Students will be kept informed of their progress throughout their teaching and learning program through a variety of feedback methods including formative and summative assessment. Teachers will assess completed tasks and provided prompt assessment feedback to the student and will keep

¹ The Semester 1 mark and grade in year long courses are interim as they are not finalised until the course is completed at the end of the year.

parents regularly informed of their child's progress. Students and parents/caregivers will be informed when it is identified that there is a risk of their child not:

- achieving to their potential
- completing the subject requirements and receiving a U or E

Two reporting to parent evenings will be held each year, one in Term 2 and one in Term 3, which will give parents to meet personally with their child and their child's teachers to receive feedback on their academic progress.

13. Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned, then 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/caregiver should approach the relevant Head of Learning Area responsible for the course.

The student or their parent/caregiver can request, in writing, that the School conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements
- the assessment procedures used do not conform with the School's assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark

The Deputy Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/caregiver.

If the review upholds a student appeal, the School will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.