



Hedland
Senior High School

Lower School
Year 7-10
Assessment & Reporting
Policy

V1 10122024

Together *we* achieve.

The following guidelines have been developed so that students, parents, and teachers know their responsibilities in the assessment process. Students and parents will be advised well in advance of any adjustments to this policy. A key feature of the assessment policy is that the outcomes/achievements which students derive from their studies must be determined in a manner that is procedurally fair.

Assessment assists teachers and schools in the following:

- monitoring the progress of students
- providing feedback to students and parents
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures. Assessment procedures must therefore be fair, valid, and reliable.

For each course, the teacher will publish a Course Outline and Assessment Outline of assessment tasks; this will be posted on COMPASS in the "Class Resources" section.

The Assessment and Course Outline will indicate the following:

- Content and syllabus points covered throughout the course, in individual assessment tasks.
- All assessment tasks will take place throughout the year.
- When each task will occur.
- The weighting of each task towards the student's final grade.

1 Responsibilities

1.1 Student responsibilities

It is the student's responsibility to:

- Follow the direction provided in the course outline and assessment outline
- Complete all course requirements by the due date
- Maintain a good record of attendance, conduct and progress (a student who is absent for five periods or more of a course per term is deemed to be at risk of failure)
- Initiate contact with teachers concerning absence or proposed absence before the absence date from class, missed assessments, extension requests and other issues with assessment
- Where there is a planned absence, negotiate alternative assessment arrangements with the teacher

1.2 Teacher responsibilities

It is the responsibility of the teaching staff to:

- Develop a teaching/learning program that meets School Curriculum and Standards Authority requirements and guidelines and is based on the current West Australian Curriculum Scope and Sequence.
- Provide students with a course outline and assessment outline at the start of the course.
- Ensure that assessments are fair, valid, and reliable
- Provide students with timely assessment feedback and guidance
- Maintain accurate records of student achievement and assessment
- Meet school and external timelines for assessment and reporting
- Inform students and parents of academic progress as appropriate
- If requested, provide the School Curriculum and Standards Authority with access to assessment documentation and marked assessment tasks for all students
- Comply with course meeting and professional development requirements of the School Curriculum and Standards Authority
- Be involved in internal comparability processes where more than one teacher is teaching the course within the school.

1.3 Parent/ Carer / Student expectations

It is expected parents/carers and students will:

- Communicate relevant information that may affect their student's learning
- Contact the subject teacher, prior to the due date if there is a **valid reason** for late submission of work and/or request an extension of time for an assessment task
- Take advantage of opportunities to be informed or to learn about assessment procedures
- Support their student to ensure that work submitted is the student's own and is submitted ontime.

Parents are encouraged to monitor student progress and assessment due dates via Compass.

2. Information Provided to students

For each course, the teacher will publish a Course Outline and Assessment Outline of assessment tasks; this will be posted on COMPASS in the "Class Resources" section.

The Assessment and Course Outline will indicate the following:

- Content and syllabus points covered throughout the course, in individual assessment tasks.
- All assessment tasks will take place throughout the year.
- When each task will occur.
- The weighting of each task towards the student's final grade.

3. Assessing student achievement

Due dates will be clearly outlined and implemented. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicized. It is a teacher's responsibility to manage the assessment outline. It is a student's responsibility to provide evidence of achievement by the published timelines. All work submitted will be assessed. Parents will be notified of missed or failed assessment tasks through the school's Stages of Concern Letters, email, or telephone calls.

3.1 Acceptable reasons for non-completion or non-submission of assessment tasks

The onus is on the student/parent/carers to contact the teacher as soon as possible if they are unable to meet an assessment deadline. Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/carers must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable.

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. 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 the period of an out-of-class assessment task prevents completion or submission by the due date.
- Cultural absences (e.g., Sorry business) to be communicated to the school

In such cases, the parent/carers/student must:

- Contact the school to communicate with the class teacher to explain the absence or non-submission before/on the day of the assessment due date.

- Provide either a medical certificate or for significant personal circumstances a written statement/relevant documentation/recorded verbal conversation immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the school, for the non-completion or non-submission of an assessment task, the teacher may:

- negotiate an adjusted date for the assessment task (within two days of the student's return **see below note*), **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's requirements for the course and 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)

Where an assessment task is not submitted or completed more than 10 days after the agreed due date (including alternate assessment tasks), a mark of zero is recorded.

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.

3.2 Prolonged Absence

If a student cannot attend school for a lengthy period due to injury or illness, the school will endeavor to support the student's learning program. Detailed medical evidence will need to be provided so appropriate determinations can be made around the adjustment of assessments if required.

Parents/guardians will be notified if the student is deemed at risk of receiving a significantly lower grade than expected due to non-completion or late submission of work.

3.3 Non-completion and/or late submission of assessment requirements

Where an **assessment task or attending a scheduled** is submitted after the due date or is not submitted within 5 days of the negotiated due date, and the student **does not** provide a reason which is acceptable to the school the following will occur.

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- A mark of zero if submitted five school days late or not submitted

Where an **in-class** assessment task is missed and the student **does not** provide a reason which is acceptable to the school the student will receive a mark of zero, and the teacher will communicate

Where there is vandalism, deliberate destruction, or preventable loss of a student's own assessment work, may result in *Non-Submission or Non-Completion of Assessment Evidence*.

Where there is vandalism, deliberate destruction/damage, or theft of another student's work may result in suspension and a score of zero (0) for the same assessment. This also includes vandalism, damage, destruction or theft of tools, equipment and/or resources provided to the student to complete the task.

4. Cheating, Collusion, Plagiarism & Fabricated Content

Students who have compromised the integrity (and therefore validity) of assessed work will not have that work accepted as valid evidence of achievement.

Cheating includes but is not limited to:

- Is prepared or substantially contributed to by another person (e.g. student, parent, teacher, tutor or expert).
- Is generated, or assisted, by using Artificial Intelligence (AI).
- Possession or knowledge of examination or test questions before a test or examination. Cancellation of all the candidates' practical or written marks will result.
- Possession of unauthorized notes or unauthorized technologies such as mobile phones, smart watches, Bluetooth and electronic devices are not permitted in tests and assessments. Cancellation of part or all the candidate's practical and/or written assessments or test marks may result regardless of whether actual use is established.
- Cheating also includes any attempt to modify assessed work, including but not limited to altering or erasing teachers' marks and adding to assessed work to gain additional marks.
- Student(s) caught sharing copies or images of assessments, or test papers may be suspended from school if appropriate

Collusion means *illegitimate cooperation* with someone else to complete assessment tasks. This can include sharing test/exam questions and group tasks that are supposed to be individual (e.g. projects/reports/essays/take home assessment tasks) or submitting evidence that is not a student's own work for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied). Most commonly, this occurs by copying and pasting 'chunks' of information from a different source.

Fabricated/Appropriated content: Fabricated content means 'making up' content to support a task. It can include inventing sources of information that are incorrect or don't exist. Appropriated content means using content generated by someone/thing else, for example, appropriating content produced in an AI application. Appropriation can overlap with plagiarism depending on how it is used.

The student must show the authenticity of their work by submitting notes, references used and drafts, including draft versions of computer-generated work, to establish that cheating, collusion, plagiarism or fabrication/appropriation of content has not occurred. Students are responsible for keeping evidence of authenticity regarding their assessments.

Where the teacher believes the student has engaged in cheating, collusion or plagiarism on an assessment task or any type of timed assessment the following steps will be used to ensure procedural fairness:

- The teacher will consult with the HOLA/PC who will investigate.
- If there is a strong evidence-based suspicion that cheating, collusion or plagiarism has occurred a HOLA/PC will communicate with the relevant Deputy Principal for consultation.
- The HOLA/PC contacts the parent(s) or carer letting them know that there is a concern before talking to the student.
- the parent/carers and student are provided with the right of reply before a

determination is made

- where plagiarism or cheating or collusion is established beyond reasonable doubt, the teacher will inform the student, parent/carer and/or school supervisor of the result of the investigation and the penalty.

A student who is found to have cheated, colluded, plagiarized or fabricated content, will be deemed not to have attempted the task, and an E or 0 may be given. Regarding collusion, a student who allows their work to be copied may receive a mark of zero for a test or assessment or may be deemed not to have attempted the assessment.

The student and parent/carer will be informed of the decision made, the penalty and any further disciplinary action.

5. Security of assessments tasks?

All the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

6. Retention and disposal of student work?

Students are responsible for retaining all their marked written assessment tasks. To assist students, the school will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). The files will be available to students for collection at the end of the school year. All materials not collected by 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.

7. Modification of assessment outline?

If circumstances change during the teaching of a 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 on Compass, or a hard copy can be requested.

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/carer.

8. Equitable access to assessment adjustments?

For some students, curriculum differentiation is required to cater for individual learning needs. Where there is a legitimate reason for a student to be following a modified curriculum, the teacher will negotiate variations to the teaching, learning and assessment program with the student and their parents/carers and Head of Learning Area (HOLA)/Program Coordinator (PC).

Where students are at risk of not meeting the achievement standard, adjustments will be documented in an individual education plan.

9. Changing a Course

The school will only consider changes in exceptional circumstances. All changes must be made using the appropriate proforma, following consultation with the relevant teachers and Head of Learning Area, and have parental approval. All changes must be negotiated through the Deputy Principal. Course changes also depend on the school's ability to provide for the change.

Any student who changes courses after the commencement of the program must catch up on any work missed in the new course selected. When a student changes schools during a school year, credit for completing work in the same course can be given when the student and/or previous school supplies appropriate evidence.

10. Reporting student achievement

Hedland SHS reports student achievement at the end of Semesters One and Two. The reports show achievement against criteria or standards. Each report provides a grade for the unit (A-E), a mark in the semester exam where applicable and attitude, behavior, engagement indicators for application to studies. Semester 1 reports are followed by a parent-teacher night where parents have an opportunity to discuss their child's progress. Throughout the year, parents will be notified of their child's progress. This information will be provided to parents through one of the following methods

Via Compass

- a 'Performance Concern' email – Non-submission of an Assessment
- a 'Performance Concern' email – Assessment Task below C-grade standard
- a 'Performance Concern' email – Overall Course Concern

Other Communication

- Task Mark Reports, via email
- telephone call

Students and parents will be informed when it is identified that there is a risk of:

- Non-completion of the coursework and assessment program.
- Students not achieving to the expected standard (i.e. C grade equivalent)
- When a grade of "D" or less is likely in formal reports.

Reporting Categories for Years 7 to 10 will be as follows:

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this yearlevel.
B	The student demonstrates high achievement of what is expected for this yearlevel.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this yearlevel.
E	The student demonstrates very low achievement of what is expected for this yearlevel.
U	Unable to Assess This indicates a student cannot be graded for several reasons, including late enrolment in the class or genuine illness over an extended period.

11. SEN (Special Education Needs) reporting

Some students following a modified curriculum, as outlined in Section 5.7, will be provided with a SEN report which outlines the student's progress/achievement in terms of the modified curriculum.

Students on a SEN report are assessed against their pre-determined goals as complete vs incomplete.

Letter	Achievement descriptor
A	All goals have been achieved
S	Most have been substantially achieved
P	Some goals have been partially achieved
N	Goals are not achieved

12. Review marks and grades

If a parent/carer or student considers that there is an issue about the delivery of the course, marking of one or more assessment or the grade assigned to a subject they should, in the first instance, discuss the issue with the teacher and HOLA/PC. If the concern is not resolved, the Deputy Principal should be contacted.

The Deputy Principal will investigate the concern if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the Western Australian Curriculum and Assessment outline requirements
- procedural errors have occurred in the determination of the assessment mark and/or grade.

Hedland Senior High School
Lower School Year 7-10 Assessment Policy

Overview

The following is a summary of some of the important points taken from the HSHS Senior Secondary School Assessment Policy. This document is available to view on Compass. By signing this document, it becomes a binding agreement between students, their parent/carer and Hedland Senior High School in relation to the Lower school assessment Policy.

Policy

Students are to attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date. The following penalties will apply for late submission of out-of-class assessment tasks.

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- A mark of zero if submitted five school days late or not submitted

Cheating, collusion, plagiarism and fabricated content

No cheating, collusion, plagiarism & fabricated content will be tolerated. A mark of zero will be allocated to a student if the marker/examiner deems any of these have occurred. The only exception being if a teacher has allocated a group task/assignment.

Grievances and appeals

Grievances and appeals must be completed in writing, detailing the grievance or appeal grounds, and be handed to the Head of Learning Area (HoLA) within 5 days of the release of assessment results.

Extensions

Extensions will be granted at the discretion of individual teachers and be strictly dependent on the parent/carer/student communicating a valid reason to the school within time frames suggested.

Student and parent/carer acknowledgment

I _____ (parent/carer name) and I _____ (student name)
have read and fully understand the implications of the Hedland Senior High School Lower School
Assessment Policy.

Parent/Carer Signature: _____ Date: _____

Student signature: _____ Date: _____