

St Joseph's School Northam



Assessment and Reporting Procedure

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum, Assessment and Reporting

AIM

The School Assessment and Reporting Procedures reflect the Vision and Mission of the St Joseph's School, which calls us to inspire and nurture our students to reach their full potential in a Catholic School Community

The Procedure recognises that a primary purpose of assessment is to enhance learning, and assessment practices have a powerful impact on learning and teaching. Education should be a developmental process in which attainable objectives are pursued by the student and the teacher, working together to achieve continuing personal growth. Assessment should reflect the aims of the curriculum while being relevant and responsive to the learning needs of all students including those with specific learning and educational needs. Its approach should reflect the nature of the school community, its attitude to education and the importance it attaches to the values of the Gospel such as justice, human dignity and compassion.

The Assessment and Reporting Procedures are inspired by the School Vision for Learning and aim to provide clarity and consistency when making judgements about students' progress.

SCOPE

These procedures apply to teachers and students from Kindergarten to Year 12.

DEFINITIONS

Assessment

Assessment (formal and informal) is a purposeful, systematic and continuous process that allows students opportunities to demonstrate learning outcomes. It is the process of gathering and discussing information from multiple and diverse sources in order 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.

PROCEDURE

Formative assessments are on-going informal assessments, reviews, and observations in a classroom to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses, and target areas that need work are used to modify and validate instruction.

Summative assessments are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

The Assessments in which St Joseph's School participates include:

- General – common to both campuses
- Primary only
- Secondary only

General

Bishop's Literacy Test

The Bishops' Religious Literacy Assessment is a large-scale, standardised assessment program. The BRLA consists of a series of Religious Education (RE) tests developed by Catholic Education Western Australia Limited (CEWA Limited). The RE tests are administered to students in Years 3, 5 and 9 in Catholic schools across Western Australia.

The BRLA provides a 'point in time', snapshot of student performance in Religious Education across three year levels in most Catholic schools. Students' knowledge and understanding of the content of the RE curriculum is assessed using a combination of multiple choice, short and extended response items. Students' faith is not assessed. The use of the BRLA complements the school-based assessment programs in RE.

National Assessment Program – Literacy and Numeracy (NAPLAN)

Since 2008, the National Assessment Program – Literacy and Numeracy (NAPLAN) has assessed all students in Years 3, 5, 7 and 9 on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Data is analysed and used to inform planning in teaching programs.

Individual Education Plans

IEP - Students who require additional support and are identified and placed on an Individual Education Plan (IEP) with the option for adjusted assessments through a Curriculum Adjusted Plan (CAP). On both Campuses, students who have been identified by outside agencies as having recognised learning difficulties will be placed on an IEP. Other students who experience difficulties, with parent consultation, may be placed on a CAP.

Primary Only

Common Assessment Tasks

The Primary campus is organised as double stream school. Teachers work collaboratively to ensure a common curriculum is taught to both classes. Common Assessment Tasks (CATs) are undertaken by all students in a year group. CATs and other data, allow for the accurate allocation of grades for each year group.

On-Entry Assessment Program (Pre-Primary Only)

The On-Entry Assessment Program (OLI) is the mandated assessment for all Pre-primary students. The assessment is completed in a one-to-one interview situation and focuses on both literacy and numeracy skills for students in Pre-primary. It assists with:

- Assessing the progress of students in Literacy, Numeracy and phonological awareness
- Diagnosing individual student work and providing data to indicate what areas students are achieving or underachieving
- Predicting future performance for identifying individuals who might benefit from early intervention.

PLD Assessment (Diana Rigg)

All primary school students are tested at the beginning of each term using the PLD "Phonic Sight Word and Sequence" placement test. This assessment will determine the starting point of the spelling program for the year level. Results are recorded on a whole school tracking sheet located in Teams.

Reading Records

The expectations of student reading levels are that 80% of students will reach:

Level 4 by the end of Pre-Primary.

Level 14 by the end of Year 1.

Level 24 by the end of Year 2.

And achieve Level 30 (independent reading) sometime in Year 3.

All students from Pre-Primary to Year 2 are provided with a Reading Log Book and borrow Home Readers from their classroom baskets. Students change their books regularly and read to a teacher, EA or parent helper at

school then again to a family member each night. Reading levels are reassessed regularly using the PM Benchmark System.

Literacy Pro

When a student achieves Reading Level 30, they move to the Scholastic Lexile Reading program. Students undertake an initial test to determine their comprehension level. Students borrow books at their reading level and complete comprehension quizzes based on the books they have read. Students are tested in the first week of each term and student progress is tracked.

PAT – Reading & Numeracy

Students from Years 1 – 6 complete the PAT Reading and Numeracy Assessments at the beginning of each school year. Students results are analysed and any students who have not met year level standards and then assessed by the Literacy and Numeracy Support Staff to determine if the student meets the requirements for small group/individual support.

Bond Blocks

By the end of Year 3, students should have demonstrated a solid understanding of foundational Numeracy skills & knowledge. The Bond Blocks screener, identifies if students have attained these foundational skills or if there are gaps in student learning. All students from PP – Year 6 complete the Bond Blocks screener. Teachers in PP – Year 3 use this information to target classroom instruction using the Bond Blocks Program. Students in Years 4 – 6 who demonstrate gaps in their understanding, then work in with the Numeracy Support EA using the Bond Blocks Program.

AGAT

Students in Years 5 & 6 complete the AGAT assessment at the beginning of the school year. Students identified as demonstrating skill and knowledge in areas such as critical & creative thinking and problem solving are then offered the opportunity to work with a specialist teacher in the Primary Gifted & Talented Program.

Absences from Assessment Tasks

Absence from class/missed work

If a student misses an assessment, then they will be required to complete the task at the earliest available opportunity after returning to school.

Prolonged Absences

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student.

Extended Absences

If parents remove their children for holidays during the school term, then they must apply in writing to the school. The Heads of School then respond in writing to acknowledge the period of non-attendance. The school is not obligated to provide classwork or assessment for extended periods of time and a report may not be issued.

Secondary Only

OLNA

As a part of the WACE (Western Australian Certificate of Education) requirements, all students must attain a minimum standard of Literacy and Numeracy by the completion of Year 12. OLNA testing takes place during Year 10 if students have not attained at least Band 8 in all Literacy and Numeracy tests through NAPLAN. Students will have six opportunities over the next three years to achieve this minimum standard before the end of Year 12.

Semester Examinations

Students in Years 9 & 10 complete examinations in Term 2 and Term 4. Year 11 ATAR students complete an examination in Term 2 and an end-of-year examination during Term Four. Year 12 ATAR students complete examinations Term 2, in the October school holidays and ATAR examinations in Term Four. Students with disabilities may require special equipment e.g. lap-top, large print, scribe or extra time in accordance with SCSA policies and guidelines and with prior arrangement with the school administration.

South Australian Spelling Test

All Year 7 students are assessed on their spelling ability using the SA spelling test to determine the need for additional support by specialist instructors of core skills through the Literacy Assist Program (LAP). This

standardised spelling test will give students a spelling age and will rate the development of students. All students should make a minimum of a 12 month increase in their spelling ability over the period of a school year.

Examinations by Year level

Year 7 - there will be no Examinations.

Year 8 Examinations – there will be no Examinations.

Year 9 Examinations

Course A will have Semesters 1 and 2 Examinations. They will be 90 minutes duration PLUS 10 minutes Reading time.

Course B will only have a Semester 1 Examination. They will be 60 minutes duration PLUS 10 minutes Reading time.

Year 10 Examinations

Course A will have Semesters 1 and 2 examinations. They will be 2 hours duration PLUS 10 minutes Reading time.

Course B students will have a Semester 1 examination only. It will be 60 minutes duration PLUS 10 minutes Reading time.

Externally Set Tasks (ESTs)

An EST is a common task that all students enrolled in a General course and a Foundation course will complete in Semester One of Year 12. The task is set by the SCSA and is worth 15% of the final mark for that pair of units. ESTs are marked by the student's teacher/s using a marking key provided by the SCSA. Preliminary courses do not include ESTs.

Students are required to complete an EST for each General and/or Foundation course they are enrolled in.

The EST is to be administered in Term 2 in a period prescribed by the SCSA.

The EST is administered under invigilated conditions following protocols provided by the SCSA.

Statutory Requirements

For all Year 11 and 12 WACE courses, assessment requirements are published by the Schools Curriculum and Standards Authority (SCSA) and are included in the SCSA syllabus statements. These provide a common basis against which teachers allocate their grades, assessment ratings or marks. Adherence to the course objectives, assessment and other guidelines described in the syllabus statements is mandatory.

Grading

Grades are assigned following the completion of a Subject/Course and must be made with reference to a pre-determined set of standards. Grades can be interpreted in the following way:

- A - Excellent Achievement
- B - High Achievement
- C - Satisfactory Achievement
- D - Limited Achievement
- E - Very Low Achievement

Information to Students

The following information will be made available to students at the beginning of each assessment period for each subject/course.

- The assessment outline.
- A copy of the accredited syllabus document as published by the SCSA for Year 11 and 12.
- The weighting placed on each assessment.
- The number of assessments and the approximate timing of each assessment.
- The course outline and/or teaching and learning program.

Submission of Assessment Tasks

Due dates are to be clearly outlined and published. Where adjustments are made to these dates, it should be done in consultation between students and teachers.

Students may be able to negotiate an extension (if class time has been used effectively), however the onus is on the student to make the request, before the date on which the assignment is due. Parents will be notified when assessment tasks are not submitted or frequently not submitted on time via SEQTA.

Term and end of year breaks are the designated time for family holidays. Removing students from school during lesson time for the purpose of a holiday impacts on your child's learning and the capacity of teachers to effectively deliver their programmes. If you are planning a break, please contact the school well in advance. Your reason will be judged as acceptable or unacceptable. An example of an acceptable absence from school would be representation at state or national sporting events. An example of an unacceptable absence from school would be a holiday during term time. The decision to take your child out of school ultimately rests with parents and guardians, however it may impact on assessments and learning. Parents who go forward with a planned absence which is deemed unacceptable should note that missed assessments will be given a zero (0) score.

Students who leave early for holidays will be expected to hand assignments in before leaving if they wish for them to be included as part of their assessment.

Teachers have no obligation to supply students with work whilst away, however we encourage students to speak with their teachers to find out about content they will miss and be proactive in catching up. All students have access to SEQTA and Teams OneNote so they can keep up to date during an absence.

Consequences of Plagiarism

Students shown to have cheated, colluded or plagiarised in assessed work or in examinations will receive a mark of zero (0) for that task.

Cheating is when a student uses unauthorised materials or does not adhere to the guidelines outlined in the instructions for the conduct of in-class assessments/examinations.

Cheating will be assumed if a student communicates with others during the assessment. During an in-class assessment, students should only have on their desk any items required to complete the task. Failure to comply with this may result in cheating being assumed by the supervising teacher.

Collusion is when students submit work that is not their own for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so i.e. copied work for others or from references.

Consequences of Failure to Submit Work

General Procedures

Where there is a valid reason (e.g. illness, urgent appointment) for a student missing an assessment or failing to complete an assessment, it is reasonable that that student not be disadvantaged for doing so and be given the opportunity, where feasible or possible, to sit or complete the assessment.

Non completion of assessments due to family holidays will result in a mark of zero for that test or assessment.

Tests/In-Class Assessments

If a student is absent on the day of an in-class assessment, then it is the student's responsibility to provide written notification of their absence to the school upon their return in order for the student to complete the assessment immediately.

Consequences of Failure to Submit Work

Where there is a valid written reason (e.g. illness, urgent appointment) provided by the parent or guardian, for a student missing an assessment or failing to complete an assessment, it is reasonable that that student not be disadvantaged and be given the opportunity, where possible, to sit or complete the assessment. When this is an extended period of time, the teacher, in consultation with their Head of Learning Area, an absent notation may be provided.

Non completion of assessments due to family holidays will result in a mark of zero for that test or assessment.

Tests/In-Class Assessments

If a student is absent on the day of an in-class assessment, then it is the student's responsibility to provide written notification of their absence to the school upon their return in order for the student to complete the assessment immediately.

If a student is absent on the due date of the assessment, it is the student's responsibility to submit it immediately upon the return to school.

Years 7 to 12 Subjects and WACE Courses

If a student submits an assessment task late without negotiating an extension date with the teacher prior to the submission date the penalty that will apply is as follows:

- For each day late a deduction of 10% of the marks awarded for the task.
- After 5 days late, a mark will be awarded for the task, with 50% being the maximum mark that can be achieved on that assessment task.
- After 7 days, a mark of zero will be awarded.

An example: If a student hands in an assignment one day late, for which he/she received a mark of 15/20 then the student will be awarded $15 \times 0.9 = 13.5$. So a final mark of 13.5/20 is given for the research assignment. A note in SEQTA should be entered next to that mark for future reference e.g. Assign 1 day late – mark x 90% (0.9). Similarly, if the assignment is two days late - multiply the grade mark by 0.8 and so on.

Completion of a WACE Course

In order to complete a WACE Course and be eligible to receive a grade, a student must complete the structured educational program and assessment program for that Course. A student is required to be present for the duration of the year. It is a student's responsibility to be present for all assessment tasks and to submit all assessments by the due date.

Failure to Complete a WACE Course Assessment Program

For WACE Courses there are prescribed requirements for the completion of an assessment program and these must be adhered to by the School. Failure to complete the Course requirements may result in the student receiving a 'U' notation (unfinished).

Absences from Assessment Tasks

Students who are absent from class work and assessments due to genuine sickness, injury, on compassionate grounds or in other accepted extenuating circumstances, *will not be disadvantaged*. Upon the student's return to, *and the provision of written evidence* to the Head of Secondary explaining the valid reasons why the assessment was missed, the student may sit for the assessment task.

Where a student is absent from a camp or excursion that is a component of the assessment program of the course/module due to illness or injury, a medical certificate is to be provided to the Head of Secondary either before the departure date or immediately the student returns to school.

When a student is absent due to attendance at school-sanctioned activities, it is the student's responsibility to ensure that assessment tasks are submitted prior to the absence. Students will have to obtain the Head of Learning Area permission. Students with outstanding assessments will not be given permission to attend. Where such as absence entails missing a scheduled in-class assessment, alternative arrangements for the completion of the assessment will be made.

When a student is absent for a reason not sanctioned by the school, provision will not be made in the assessment schedule to accommodate this absence and the student will receive a grade of zero (0).

The school will not provide individual programs of work for students who are absent due to holiday commitments. It is the student's responsibility to ensure that they complete the necessary work they will be absent for. Any assessment not completed will result in a zero mark being awarded.

For valid absentees, the Head of Learning Area will ensure the mark awarded for missed assessments will be the student's average.

Acceptable reasons for non-completion or non-submission

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 or where sickness, injury or personal circumstances for part or all of the duration of an out of class assessment task prevents the completion or submission by the due date.
- In such cases the parent/guardian must:
- Contact the school before 9:30am on the day of the in-class assessment task or due date for submission of out of class assessment and
- Provide either a medical certificate or letter of explanation immediately the student returns 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 will:

- Negotiate an adjusted due date for an out of class assessment task or an adjusted date for all in class assessment tasks or
- Not require the task to be completed and re-weight the student's marks for other tasks in that assessment period (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet requirements of the course and to enable a grade to be assigned – Years 7-10 only)

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the School Ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Secondary the development of an individual education plan. This plan shows how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Appeal Procedures

If a student wishes to appeal their subject result, the student may request an assessment review by the Head of Learning Area.

In the case of Senior School students, if the matter is not satisfactorily resolved the student may lodge an appeal with the SCSA.

Assessment reviews and appeals to the SCSA against any School assessments are intended to determine whether:

- the assessment programme for that subject conforms to SCSA requirements
- the assessment procedures within the subject conform to the School's assessment procedure based on SCSA guidelines
- there are any procedural or computational errors in the determination of the student's assessed achievement

In the case of a student appealing to the SCSA, the School is required to provide the following information to the appeals panel:

- a copy of the School assessment procedures
- a copy of their assessment program in the subject concerned
- a copy of the assessment records for all students studying the subject in the school with the appealing student's results indicated
- any other relevant school information as required by the panel

The SCSA does not re-assess student work as part of the appeals process.

VET Certificate Courses

Assessment

Assessment takes place as Units of Competency. All Elements and Performance Criteria must be deemed competent by the assessor on TWO (2) occasions prior to a unit being completed. All Units of Competency must be completed to a competent standard for the student to achieve the Certificate qualification.

Grading

Grading for units are by competency: Competent or Not Competent. Students are advised to work to the best of their ability in all assessments as there are opportunities for external awards.

Information to Students

The following information will be made available to students:

- A copy of the Units of Competency as published by the RTO (Registered Training Organisation).
- A copy of the proposed assessment schedule.
- The course outline.
- All students will need to complete an induction program.

REPORTING

At St Joseph's School, we believe that Reporting should:

- Use a variety of procedures which are clear and concise.
- Use language which parents can easily understand.
- Takes place both formally and informally on a regular basis.
- Be a private communication between the parent, student and teacher.
- Provide information to parents.
- Give parents information about the work which has been done in the classroom.
- Indicate what has been achieved by the student in the reporting period in relation to learning outcomes.
- Be developed from a sound information base: profiles, work samples, student self-assessment etc.
- State clearly what has been done by the student, what the strengths and weaknesses are, what action has been taken by the teacher.

The following table is a guide to reporting at St Joseph's School:

	Term 1	Term 2	Term 3	Term 4
Pre Kindy		Portfolios	Learning Journey	Portfolios
Kindy	Parent-Teacher Meetings	Semester One Report Portfolios	Parent-Teacher Meetings Learning Journey	Semester Two Report Portfolios
PP	Parent-Teacher Meetings	Semester One Report Portfolios	Parent-Teacher Meetings Learning Journey	Semester Two Report Portfolios
Years 1 - 6	Parent-Teacher Meetings	Semester One Report	Parent-Teacher Meetings Learning Journey	Semester One Report
Years 7 - 12	Interim Report	Student/parent/teacher interview Semester One Report	Student/parent/teacher interview	Semester Two Report

Reporting and Results

Teachers will use professional judgment to determine whether sufficient evidence has been collected. All evidence will be taken into account when making the final judgement of achievement. Teachers must be able to support their judgements with thorough records of the evidence of student achievement.

Strategies

At St Joseph's School, Northam we monitor and document student's progress and achievements using a variety of strategies. Evaluating and recording ideas, experiences, progress and achievements provides a means by which teachers can track the development and learning of each child and make informed future planning decisions.

Information Sessions

In Term Four, parents of students who will be attending Pre-Kindergarten, Kindergarten and Pre-Primary the following year are invited to information sessions held during the day to discuss:

- Start and finish times
- Uniforms
- Lunch arrangements
- School policies
- Parent assistance
- General question and answer session.

Years 7 to 12 Information sessions are scheduled in Term One. Year 7 students and new students to the school occurs during Term One. Orientation Night for future new Secondary students occurs during Term Four.

Parent Interviews

Parents are encouraged to make an appointment out of school hours or in the teacher's non-contact time to discuss any issues about their child. Due to confidentiality, teachers may only discuss the child of that parent, not the names, behaviour or school work of other students in the class. There is limited time before school and if a lengthy discussion, privacy or confidentiality is required parents or care givers are encouraged to make an appointment at another time.

Authorised by	Andrea Woodgate	Signature:	
		Date:	25 July 2022
Effective Date:	July 2022	Next Review:	2025