



ST LUKE'S COLLEGE

**STUDENT ASSESSMENT and REPORTING POLICY
2018**

Part A - Assessment

1. Purpose

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties;
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programs;
- reporting student achievement to parents; and
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

2. Assessment Guidelines

- Post-compulsory student assessment guidelines are set by the School Curriculum and Standards Authority. Adherence to these guidelines is mandatory. This assessment policy is designed to illuminate the guidelines, not replace them.
- An assessment outline must be provided to students at the commencement of the learning program.
- For years 7 – 10, students are given a numerical mark and grade for work they have produced with weightings applied to the assessments. Students receive a grade for each semester completed.
- In WACE course units, students are given a numerical mark for the work they have produced. The end-of-unit grade is arrived at by taking into account the cumulative total of these marks, with weightings applied to the various assessment tasks. Students receive a grade for each unit completed.
- All assessment results should be entered into SEQTA for each class.

3. Student Responsibilities

It is the student's responsibility to:

- complete the prescribed work requirements in each subject by 3pm on the due date;
- complete all assessment tasks described in the Subject Outline;
- maintain a good record of attendance, conduct and progress. A student who is absent for five periods/days or more per term is deemed at risk;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- It is the student's responsibility to submit the assessed work on time.

4. Teacher responsibilities

It is the teacher's responsibility to:

- develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines;
- provide students with a subject overview and assessment schedule at the commencement of the course;
- ensure that assessments are fair, valid and reliable;
- maintain accurate records of student achievement for assessment and reporting;
- inform students and parents of academic progress as appropriate (in all cases where students are at risk of obtaining a D grade or lower, or achieving below the expected level for the year group, parents must be contacted);
- provide students with explicit written and verbal feedback, as to how well they are meeting the subject outcomes/objectives, at regular intervals;
- provide strategies and advice to students as to how to improve their level of achievement;
- meet both St Luke's and external timeframes for assessment and reporting.
- It is the teacher's responsibility to manage the assessment schedule.

5. Absence from Class/Missed work

If a student is absent from class, his/her ability to achieve to his/her full potential is diminished. Extended periods of absence will result in lower levels of achievement. In years 11 and 12 absences may result in a student not fulfilling the requirements of a subject (55 hours per course) and thus will be deemed as unable to be assessed. Potential achievement will not be considered. In severe cases of absenteeism, a student may be withdrawn from the course.

(a) On the day of an "in class" assessment due to illness

Under these circumstances students in years 7 – 12 must provide either a Medical Certificate or written confirmation from parents (at the discretion of the Head of Learning Area) upon their return to school to verify the illness. (For missed Examinations due to illness see item 10).

Whenever possible, the assessment will be administered as soon as practical upon the student's return to class. It is the student's responsibility to arrange this with the teacher concerned. Students who fail to take this action should expect to gain no credit for missed work.

If doubt arises regarding the validity of having the student complete the same assessment as the rest of the class at a later date, the course teacher will discuss the matter with the Head of Learning Area and alternative arrangements will be made.

If assessments have been corrected and handed back, the assessment can only be given as a diagnostic device and to satisfy course completion.

(b) On the day of an “in class” assessment due to personal commitments

Under these circumstances the course teacher, in consultation with the Head of Learning Area, will decide the appropriate course of action.

If the commitment preventing the student from completing the assessment could have been arranged outside school hours (e.g. family holiday, driving lesson, hair appointment), no credit will be given for that piece of work; however, the assessment must be completed in order to satisfy course completion.

All personal commitments preventing a student completing an assessment should be verified in writing by parents.

(c) Appeals

If a student feels they have not been treated fairly by the teacher, then they may appeal to the relevant Head of Learning Area. If there is still no satisfaction, they may make a further appeal to the relevant Deputy Principal.

6. Changing Subject

After changing a subject, it is important that the student catches up on any missed work as generally, students cannot be given credit for work not completed in the new subject.

However, where possible:

- students will be given the opportunity to complete assessments and gain credit;
- in some subject areas recognition of comparable achievement will be given and gain credit;

All subject changes depend upon the ability of the school to provide for the change, and must have parental support. Subject changes must be organized through the relevant Deputy Principal. Subject changes must be completed by the end of **Week Five Term One**.

Where a student changes school during a school year, credit for the completion of work in the same subject will be given upon the student and/or previous school supplying appropriate evidence.

Students who have missed assessments because of commencing a subject late must be provided with an opportunity to demonstrate achievement of subject objectives. The teacher must ensure that sufficient information has been collected on each task type to determine a student's achievement and the student's position in relation to other students at the time of assigning final grades.

7. Late Submission/Failure to complete ‘Take home’ Assessments

(a) Overdue assessments

A subject overview and assessment schedule should be provided to each student at the commencement of each course. Due dates are to be clearly outlined and adhered to. Where adjustments are made to the assessment schedule, it should be done so in close consultation with all students and clearly publicized.

(b) Extensions

A student may apply to the class teacher for an extension to the due date for an assignment. This application for an extension must be done before the due date. Applications on the due date will not be accepted. Extension requests must be signed by the teacher, HOLA, student and parent/guardian. Extension requests must be accompanied by a letter from parent outlining the reasons for request.

Extensions are at the discretion of a HOLA and may be granted in cases of illness or significant personal problems. Note: Failure of computer hardware, absenteeism due to camps, excursions or part-time jobs is not a justifiable circumstance. Copies of extension requests must be forwarded to the relevant Deputy Principal.

If a student does not apply for or receive an extension, then the same consequences will apply as those that apply for missed work when there is no satisfactory explanation of an absence.

If a student has been granted an extension, the date granted becomes the due date.

Students who submit an assessment task after the due date and do not have an acceptable reason will be dealt with in the following manner:

- Assessments will be marked in the usual manner applying the deductions given below in fairness to students who submitted the assessment on time:
 - a 10% deduction from the student's mark for **one day late**;
 - a 20% deduction for **two days or a weekend late**;
 - a 30% deduction for **three days late**.
 - A mark of zero if the assignment is **more than three days late**.

If the reason provided by the student for non-completion or non-submission of an assessment task is **acceptable to the school** (in cases of misadventure) the teacher may, in consultation with the HOLA:

- provide an extension of time to complete the task;
- provide an alternative assessment task.

8. Out of Class Assessment Tasks

Strategies need to be put in place to validate that the student has completed out of class tasks without unfair assistance.

9. Cheating, Collusion and Plagiarism in Assessment other than Examinations

Cheating is where a student engages in a dishonest act to improve his/her result. This typically occurs in tests and examinations.

Plagiarism is where the student uses someone else's words or ideas without acknowledging that they have done so. That is, work which is essentially copied. All reference sources must be cited in the bibliography.

Collusion is where a student submits work that is not their own assessment.

a) Tests/Examinations:

Students shown to have cheated in an assessment other than examinations may receive a mark of zero for that assessment task. Should it be possible and deemed fair, a teacher may deduct marks only to those areas specifically related to the area of concern.

b) Assignments:

If cheating or plagiarism in an assignment occurs, then zero marks may be given for the section in question. Students may need to be given an alternative assessment or an extension, at the discretion of the teacher and relevant HoLA noting that the subsequent result would be used only to satisfy course completion and would not be used to calculate the student's final grade.

Furthermore, a student who assists another student unfairly may, at the discretion of the teacher, be treated in the same manner as those outlined above.

In all cases of cheating, an email is sent home by the relevant Head of Learning Area who makes record of the incident to monitor any pattern.

10. Examinations

(a) Regulations

When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

(b) Attendance

Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be made through the Principal.

Any student who misses a formal school examination due to illness must provide a Medical Certificate to the relevant Deputy Principal.

Participating in family holidays will not be accepted as an exceptional circumstance.

It is a requirement of WACE that all students must attend the School's Curriculum and Standards Authority examinations and make a reasonable attempt.

(c) Penalties for Breaches of Examination Rules

Collusion between candidates:

Cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.

Possession of unauthorised materials in the examination room:

Cancellation of all or part of a candidate's paper where unauthorized materials are relevant to the subject being examined.

Markings on unauthorized materials in the examination room:

Cancellation of whole or part of a candidate's paper where markings in authorized materials are relevant to the subject being examined.

11. Students with Special Needs

The school will ensure that students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority guidelines.

12. Holidays

The College recognises the educational benefits of overseas travel and the importance of families of periodic reunions, however:

- If parents wish to take extended family holidays, they are encouraged to arrange for these to occur during the school holidays.
- Extended holidays during school time usually prevent a student completing the course content and from being assessed. Such holidays usually create a break in the sequence of learning which makes it difficult for the student to resume their studies without some additional tuition.

When parents are contemplating an extended holiday in school time, they are asked to consult the Course and Assessment Outlines for each of the student's subjects, which can be found on SEQTA. The college does not provide additional worksheets or tuition outside class time to compensate for loss of tuition time due to holiday. The College does not normally make arrangements for students to sit tests or examinations scheduled during their absence; i.e. students will receive a zero for assessments missed at this time.

NB: For years 10 – 12 students. Completion of a course may be jeopardized when extended holidays are taken by students in years 10 – 12. This may, particularly for Year 12 students, affect the achievement of the Western Australian Certificate of Education (WACE) – a prerequisite for Training WA (TAFE) and University.

13. Reporting

Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student promptly. Parents will be informed about a student's progress regularly.

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

- being awarded a grade of D or E or;
- not achieving their potential for final grades.

Final results for all subjects are submitted to the School Curriculum and Standards Authority. Parents/guardians will be notified in cases where concern for a student's progress emerges.

Part B - Reporting

1. Purpose

Reporting to parents on the progress of their students is essential to ensure that student progress, academically and pastorally. It is viewed as a partnership between school and home environments. Both formal and informal reporting should be respected as confidential and all hard copies of formal reports are kept in secure student files.

2. Format

Reporting at St Luke's College takes several formats, both formal and informal

Informal reporting may include diary notes, telephone calls, emails, letters of commendation or concern and teacher/parent meetings where student progress is discussed or concerns are highlighted. Informal reporting is important in order for parents to be kept up to date on short term goals or needs for their students.

Formal reporting includes generated reports, which are kept on student files and disseminated to parents electronically via SEQTA. This formal reporting occurs several times per year:

- Interim report – end of Term 1
- Semester One report
- Semester Two report
- SIDE/ViSN

In both the Semester One and Semester Two formal reports, students receive a numeric and school alpha grade (A-E), along with a comparative state alpha grade.

The College will also provide copies of external, formal reporting as it is available for relevant groups. This includes results of:

- NAPLAN testing (Years 7 & 9)
- Bishops' RE literacy testing (Year 9)
- Online Literacy and Numeracy Assessment (OLNA) - selected students in Years 10-12

3. External Reporting

The College also provides a number of external reports, which are available to the public and specific stakeholders. The reports are generalised snapshots of student performance and do not identify individual students. Such reports include:

- WACE results, including attainment rates, ATAR median scores etc such as available in the Annual Report on the College website
- University entrance rates
- Overall College NAPLAN results such as those available on the MySchools website
- Reports to College community in the form of Principal's Report at the College AGM
- Response to Key Performance Indicators for corporate partnerships, such as the Karratha Education Initiative.

4. Students with Special Needs

Students with special learning needs may be reported on in alternate ways, as is appropriate to their modified curriculum or environment. This can include the non-provision of grades where students are reported solely against the goals of their Individual Education Plan.

Also refer to CEOWA policy 2-B2 – Curriculum at

<http://internet.ceo.wa.edu.au/AboutUs/Governance/Policies/Documents/Education/Policy%202B2%20Curriculum.pdf>