



CURRICULUM, ASSESSMENT AND REPORTING POLICIES

LOWER SCHOOL

Overview

John Forrest Secondary College will provide students with a relevant and engaging curriculum that adheres to the School Curriculum and Standards Authority guidelines and which maximises the capacity of all students to achieve:

- The outcomes of the Western Australian (Years 7-10)

Assessments will be carried out by teachers, in accordance with guidelines laid out by the School Curriculum and Standards Authority. Teachers will monitor, plan for improvement, evaluate and report on individual student achievement. It is the responsibility of teachers to know the strengths and weaknesses of their students and develop their teaching and learning programs accordingly.

Assessment, grading and moderation

- Each learning area will be responsible for developing specific policy for Assessment, Grading and Moderation. These policies may vary according to the specific nature and the requirements of each course.
- Each learning area will have effective processes in place to ensure the comparability and validity of teacher judgments. These processes will include the provision of a sufficient range of assessment tasks to give students a reasonable chance to display their abilities and to ensure the validity of teacher judgments.
- Assessment instruments should measure students' achievement of knowledge and skills as defined and required by the relevant School Curriculum and Standards Authority documents.
- These assessments should also enable teachers to identify students at educational risk and then provide appropriate and timely intervention.
- Construction of assessment instruments should involve a critical evaluation of the extent to which the choice of assessment items and conditions for completion are likely to privilege certain groups of students and exclude others by virtue of gender, socio-economic, cultural or linguistic background.

Assessment

Teachers will place assessment tasks and weightings on the Reporting to Parents program by the start of Week 4 of Term 1 for all courses. Teachers are to maintain accurate and timely records of student achievement through the marks book function of Reporting to Parents and meet school and external timelines for assessment and reporting.

1. Documentation: Program and Assessment Outlines:

For each topic studied, teachers will place onto Connect and, as required, distribute in hard copy:

- A program that includes the following information:
 - The content.
 - The sequence in which the content will be taught.
 - The approximate time to teach each section of the course.
 - The activities and resources that will be used to enhance the delivery of the content.
 - Any text references that are used in the delivery of the content.

At the beginning of the school year, teachers will place onto Connect:

- An assessment outline that includes the following information:



- The assessment types.
- The weighting for each assessment type.
- The weighting for each assessment task.
- A general description of each assessment task.
- An indication of the outcomes covered by each assessment task.
- The approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

2. Submission of Assessments:

Due dates:

- Students are expected to submit assessments to the teacher during the class period on the due date.
- Teachers will normally negotiate the due date when setting work. It is the student's responsibility to alert the teacher to any clashes with other work.
- Once the teacher has set the date it should not be changed except under extenuating circumstances. It is usual practice to give notice of due dates of at least one teaching week.
- Where a student anticipates a problem in meeting a deadline, they must seek an extension from their teacher prior to the due date.
- Students who fail to submit tasks by the due date will be provided with an opportunity to present evidence supporting their reason for failing to submit the assessment task.
- Each learning area will decide whether or not the reason is acceptable and or unacceptable based on the guidelines that follow.

Acceptable

The teacher, with guidance from the HOLA (and the Deputy Principal as necessary) will determine whether a student's reason for not meeting a due date is acceptable. This will ensure fairness to all concerned. The following will normally be considered as acceptable reasons:

- Sickness supported by documentation submitted to the teacher on the day of return to school. The documentation should consist of a parental note in the case of a minor illness (cold, 24 hour virus) or a note from a medical practitioner in the case of a major illness.
- Family emergency supported by parental note on the day of return to school.
- Bereavement.
- Other urgent personal reasons, where the college is notified.

Where a reason is judged acceptable, the following procedures apply:

- Work submitted on the day of return - no penalty.
- Student prepared to sit in-class assessment on day of return – no penalty.
- Extension negotiated with teacher - the extent of any penalty to be a learning area decision.

For tests/examinations the maximum extension beyond due date will be one teaching week. Alternative tasks are not regarded as appropriate. Under exceptional circumstances the HOLA/TIC may decide to award a mark based on the student's previous performance.



Unacceptable

Where a student's reason for missing a due date is not acceptable or an extension is not granted, then a penalty will be imposed. Learning Areas will decide on a percentage penalty to be imposed for the first school day overdue, followed by a further percentage penalty for each subsequent day late. Students attending college activities on the due date are still required to submit the assessment piece. Students who miss examinations for unacceptable reasons will be awarded a mark of zero.

Injury

In cases of temporary injury teachers should encourage participation through structured observation and assess such students at a later date. In the event of a prolonged injury that prevents participation in practical work, consideration should be given through alternative completion requirements for assessment tasks.

Cultural Belief

Students who can provide evidence that they are genuinely unable to complete tasks because of their cultural beliefs may be provided with alternative opportunities to demonstrate outcomes or achievement of course objectives.

Disability

Decisions about strategies for accommodating disabled students rest with teachers in their day-to-day dealings with individual students. Disabled students should be assessed on what they can do and not on what they might do if they were not disabled.

Failure to Submit Notification – SEQTA

The teacher must ensure that students attempt all assessment tasks. Should a student fail to submit the task by the due date without an acceptable reason (see above), the teacher should immediately notify parents/guardians by activating a SEQTA notification to the parents, HOLA, Deputy and Year Coordinator.

Likely consequences of non-compliance:

- Assessment completed and submitted will receive a rating in accordance with Learning Area policy.
- Resolution and submission with penalty.
- No resolution to assessment will result in a mark of zero.
- Resolution, but a failure to submit work will result in a mark of zero.

Receipt for Assessment Tasks

Students should ensure that they hand their assessment work to their teacher, who may issue a receipt for the work, to ensure that there is no doubt over any claims "that work was submitted" or "lost" by a teacher.

3. Validity of assessment tasks:

Cheating

Cheating: If it is established beyond reasonable doubt that a student has cheated in assessed work or in examinations, then they will receive a mark of zero for that task.



Plagiarism

Plagiarism: Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, work is essentially copied from another unacknowledged source. A student submitting work that is not the original product of that student will be awarded a mark of zero for that assessment.

Should it be established that a student has cheated or plagiarised, the teacher should immediately notify parents/guardians by activating a SEQTA notification to the parents, HOLA, Deputy and Year Coordinator.

Out of Class Tasks

To ensure accurate assessment and to meet equity concerns, the majority of assessment items should be completed in class time. Where an assessed item is completed entirely out of class time the teacher must be able to validate that it is the student's own work.

Security of Assessment Items

Teachers are to use strategies such as item pools and alternative test forms to address problems that arise from the use of the same test by different classes at different times or from one year to the next. In the case of group work, all students within the group should have the same opportunities to demonstrate achievement of outcomes or objectives.

Parents will be notified as soon as possible if their child is likely to receive a "D" or "E" grade due to failure to submit a task.

4. Course Transfer:

Students who have missed assessments because of transfer from one school to another or because of commencing a course late in the school year should bring with them evidence of assessment and grading from their previous school or course. HOLAs will ensure that transferring students have sufficient opportunity to demonstrate achievement of the course objectives to allow the teacher to estimate a final grade or outcome level. Such students will not be expected to complete all missed assessment tasks.

Student Attendance

It is the responsibility of students to maintain a good attendance record. There is a high correlation between good attendance and good achievement. Every absence negatively affects achievement. Given sufficient notice, individual teachers will endeavour to provide work for sick students. However, the College will not maintain teaching and assessing of students who are out of school for unacceptable reasons. A student under suspension must take responsibility for his/her learning and assessment during the period. Whilst assessment and assignment work may be submitted through a third party, no marks will be awarded for missed tests and examinations. Students and parents are aware of College assessment dates well in advance.

Reporting

The College will provide one interim report during Term 1 and a formal report at the end of each semester. The Department of Education reporting system (Reporting to Parents) will be used.



SENIOR SCHOOL

Overview

Assessments are carried out by the teachers in accordance with the guidelines set by the School Curriculum and Standards Authority (SCSA). Each Learning Area develops their own assessment outlines in accordance with the specific natures and requirements of each course.

Students will be provided with the following at the beginning of each course:

- The syllabus for the course/certificate.
- A course unit outline that includes the following information:
 - The content.
 - The sequences in which the content will be taught.
 - The approximate time required to teach each section.
- An assessment outline that includes the following information:
 - The assessment types.
 - The weighting for each assessment type.
 - The weighting for each assessment task.
 - A general description of each assessment task.
 - A general indication of the content covered by each assessment task.
 - An indication of the outcomes covered by each assessment task.
 - The approximate timing of each assessment task (i.e. the week in which the assessment task is planned or the due dates for significant stages of each extended task).

Student Attendance

It is the responsibility of students to maintain a good attendance record. Every absence may affect the ability of the student to complete the assessment program for a course. Extended holidays during school terms can jeopardise a student's ability to succeed in the course. It is compulsory to attend all scheduled in-class assessments and exams.

Submission of Assessment Tasks

Students are expected to submit all summative assessment tasks to the teacher during the class period on the due date. It is the student's responsibility to negotiate extensions with the teacher at least 24 hours prior to the due date.

In the event of non-submission on the due date, evidence supporting the reason for failing to submit the assessment task will need to be provided. The following will normally be considered as acceptable reasons for late submission:

- Sickness supported by documentation to the teacher either on the day of return or by email prior to this. The documentation should consist of either a caregiver note for a minor illness (cold, 24-hour virus) or a note from a medical practitioner if the absence is longer than 24 hours.
- Family emergency supported by caregiver note on either the day of return or by email prior to this.
- Bereavement.
- Other urgent personal reasons, notified to the college.

Where the reason is judged acceptable, the following procedures apply at the discretion of the teacher and head of learning area:

- Work submitted on day of return – no penalty.
- Student prepared to sit in-class assessment on day of return – no penalty.
- Extension negotiated with the teacher – the extent of any penalty to be a learning area decision.



When the reason is deemed unacceptable, the following procedures apply at the discretion of the teacher and head of learning area:

- Incur a penalty of 20% per day and after five days receive zero marks.
- Caregiver will be informed of the non-submission of work and implication thereof.

Students who are unable to complete tasks due to cultural reasons may be provided with alternative opportunities to demonstrate competency of learning outcomes. This must be brought to the attention of the teacher at least 24 hours prior to the due date.

Tests and Practical Assessments

Students who are absent on the day of an in-class test or practical assessment are to inform their teacher by phone call or email on the day of absence or prior to if possible. Documentation in the form of a medical certificate is generally required for absence due to illness, as is written confirmation of other legitimate absences (such as family trauma). Completion of the assessment may be arranged at teacher and head of learning area discretion at a later date if this has occurred. This is to ensure validity and may not always be possible in the case of a practical assessment. Similarly, no assessments will be given prior to their scheduled date.

Examinations

Students who are absent on the day of an examination are to inform their teacher directly via phone call or email. Written evidence must be presented and all absences need to be substantiated and approved by the deputy principal or head of learning area. The onus of proof that the reason is a legitimate absence lies with the student.

Cheating and Plagiarism

If it has been established beyond reasonable doubt that a student has cheated in assessed work or in examinations, a zero grade will be awarded. Students who have plagiarised by using another's work or copied from an unacknowledged source can also be awarded a mark of zero for that assessment.

Preparedness for Class

It is the student's responsibility to have the appropriate equipment for each class. Students should refer to the individual course's requirements to ensure they are prepared for class.

Reporting

Years 7 to 10

The formal report at the end of each year will provide information on the grades achieved by students in each learning area for each outcome. The Department of Education reporting software will automatically determine the student's learning area grade based on the grade achieved for each outcome. Teachers may override this determination with the approval of their HOLA and based on their knowledge of the students. Any grades must be approved by HOLAs prior to being placed on reports. Both formal reports will include meaningful comments from teachers for each learning area.

In conjunction with the above, there will be a requirement on all teaching staff to provide informal feedback to parents on student performance and to keep records of individual student achievement. Samples of work or portfolios of achievement will assist teachers in informing parents on student progress. The records and evidence of achievement are to be stored to assist with making consistent judgments on student achievement in the following year.



Years 11 and 12

A full report on student progress is made to parents at the end of Semester 1. Courses taught concurrently report an estimated grade at this stage due to the nature of the assessment process. A final grade of A, B, C, D, E or a 'U' notation is required at the end of the year and is reported to parents.

Appeals

Students will be informed of their final grades and/or numerical assessments before they are forwarded to the School Curriculum and Standards Authority. If students wish to appeal against a grade, they must do so to the college within one week of official notification of grades. It is most important that in this situation the student must have taken the responsibility to ensure he/she has retained all evidence of marked assessment tasks. Students can only appeal against the procedures followed, not the level of teacher marking. A standard letter will be activated and sent to the parent with the expected outcome of an early resolution/submission of work after an organised meeting or phone call.