



OCEAN REEF
SENIOR HIGH SCHOOL

ASSESSMENT POLICY YEARS 7 TO 10

Last updated March 2024





Preamble

Accurate and comprehensive assessment of student performance against state-wide standards is used to guide student learning and assist in planning for future learning. The Secondary Curriculum and Standards Authority (The Authority) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

The Authority requires all schools to implement the *Western Australian Curriculum and Assessment Outline* (the *Outline*) to meet the learning needs of all students. The *Outline* sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the Principles of Learning, Teaching and Assessment, expected standards of achievement, and requirements for reporting on student achievement. This Policy is underpinned by the **Principles of Assessment**:

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

The purpose and structure of assessment and reporting in accordance with policy is to:

- provide individual students with feedback on their learning;
- use student achievement information to inform planning for future learning programs;
- make judgments of student achievement in relation to expected standards;
- administer prescribed national, State and system assessments to students and distribute the associated reports to parents/carers; and
- communicate with parents/carers about student achievement and progress.

1. Student Responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date;
- complete all assessment tasks, including prescribed national, State and system assessments to the best of their ability
- maintain an assessment file, hard copy and/or electronic, and make it available whenever required;
- maintain a good record of attendance, conduct and progress. A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result;
- 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.

2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program to deliver the Western Australian curriculum;
- provide students with a course outline and assessment outline for a minimum of a semester's teaching and learning program;
- ensure that all assessment tasks are fair, valid and reliable;
- develop common assessment tasks and participate in moderation as appropriate;



- provide students with timely assessment feedback and guidance. Assessment tasks will be marked, with feedback, and results made available within ten (10) working days of task completion;
- maintain accurate records of student achievement;
- inform students and parents/carers of academic progress
- meet school and external timelines for assessment and reporting.

The teacher will provide students with the following documents:

- a course outline, published via Connect, that includes:
 - the content in the sequence in which it will be taught;
 - the approximate time allocated to teach each section of content from the curriculum.
- an assessment outline, published via Connect, that includes:
 - the number of tasks to be assessed;
 - the approximate scheduling of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task);
 - the weighting for each assessment task;
 - the weighting for each assessment type, as specified in the assessment outline of the course;
 - a general description of each assessment task;
 - an indication of the knowledge and skills assessed by each assessment task.

Note: Students without internet access at home can request a hard copy of these documents.

3. Assessing Student Achievement

A course includes a range of tasks that are completed in-class and or out-of-class. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks and compares the work to the standards of achievement when assigning a grade. Grade cut-offs may provide a notional indication of the grade achieved and these may vary across learning areas. The expected standard for each year group curriculum is described as 'C' or Satisfactory.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do and an indication of the steps involved to complete a task). Wherever appropriate, the criteria against which the task will be marked will also be provided. Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task brief provided to the students at the commencement of the task.

Student achievement data, captured through common assessment tasks, school, state and national assessments, as well as examination results will inform planning for future learning programs. Heads of Learning Area review the data to make decisions regarding class allocations in Years 7-10. A review of student achievement data may result in a recommended class allocation, including for a student's inclusion in:

- Literacy and/or Numeracy support classes,
- Focus classes for English or Mathematics or
- Academic Extension

Literacy and Numeracy Support classes provide additional literacy and numeracy support for students in Year 7 and 8. Students are identified through Year 6 subject grades, NAPLAN, Progressive Achievement Testing and diagnostic data.

Focus Class programs align with the subject area program and assessments but will be highly modified to ensure students can access the curriculum.

Academic Extension classes provide students with the full scope of the Western Australian Curriculum, while challenging students with an accelerated and differentiated curriculum.



4. Reporting Student Achievement

Students receive a progress report during Term 1 and a formal report at the end of each Semester. In Western Australia, student achievement is reported on a five-point scale for all years to Year 10. The achievement descriptors outlined below align with the achievement standards in the Western Australian Curriculum and Assessment Outline.

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
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 year level.
E	The student demonstrates very low achievement of what is expected for this year level.

Students working significantly below their year level, requiring substantial adjustments and differentiation in classwork and assessments, will require Special Education Needs (SEN) reporting. SEN reporting enables teachers to establish goals aligned with the Western Australian Curriculum at lower year levels, rather than at the student's current year level, facilitating targeted support and progress monitoring tailored to each student's unique needs.

SEN reporting replaces the student's Semester report and is implemented in consultation with the parents/carers and is reflected within a Student Profile.

Reporting on Student's Attributes: Attitude, Behaviour, Effort (ABE)

In addition to reporting on achievement in the eight learning areas, students at Ocean Reef SHS are graded on their attitude, behaviour and effort (ABE) at school. The presence or absence of specific ABE's has the ability to directly affect the capacity of our students to learn and the relationships they develop with their peers and teachers.

We encourage all our students to consistently demonstrate our attributes of Organised, Respect, Care and Achievement. Students who are not meeting the school's expectations may be invited to attend a meeting with the Head of Year to discuss strategies that could be implemented to ensure greater progress in the future. Students will be graded against the following descriptors in their semester reports:

1. Is well organised.
2. Displays appropriate behaviour and respects the rights of others.



3. Is caring towards others and their school environment.
4. Shows commitment to do their best.

On request from the student's parents/carers, information on how a student's achievements compares with the student's peer group can be provided.

5. Modification of an Assessment or Assessment Outline

When a student's personal circumstances limits their capacity to complete an assessment task (eg. through bereavement, adverse life events, short-term injury or illness), the teacher may modify the assessment task or submission date, subject to evidence provided by the parent/carer and acceptance by the teacher, in consultation with HOLA, of the evidence as cause to modify the task.

If circumstances change during the teaching of a course, requiring adjustments to scheduled assessment tasks, students will be notified and the modified assessment outline will be made available to students and parents or carers through CONNECT.

6. Special Arrangements and Modification to Assessments

Ocean Reef SHS adheres to the protocols outlined in the Equitable Access to Assessment Policy by the School Curriculum and Standards Authority (the Authority). This ensures students with disabilities, impairments, or medical conditions receive necessary adjustments for equitable access to assessments. Evidence of diagnosis is essential for adjustment approval across various assessments, including NAPLAN, OLNA, ESTs, school-based assessments, and ATAR exams.

Adjustments for assessments may include rest breaks, extra working time, discretionary time, special format papers in large print, braille, or black and white, along with oral or sign support, and the assistance of a support person such as a reader or scribe. There is also the provision to use assistive technologies and/or modifications to the assessment environment.

For example, students diagnosed with neurodevelopmental disorders may be granted rest breaks during assessments, which are proven to enhance focus and productivity. Such breaks are typically five minutes per 30 minutes of assessment.

Students diagnosed with specific learning disorders, physical or motor disabilities, vision impairments, or those working with a scribe may require extra working time for assessments.

Please refer to your student's Student Profile provided by Learning Support for your details on the equitable access adjustments available for your child. For further information see [k10outline - Disability Adjustment Guidelines \(sca.wa.edu.au\)](#). Please contact Head of Learning Support for any queries.

7. Non-Submission or Non-Completion of an Assessment Task

Absence: A student who has an authorised absence on the day an assessment (written or practical) is being held or an assessment task is due, will not be penalised. However, the student must complete the assessment (at the teacher's discretion) within two classes or submit the assessment task within two school days after their return to school.

All assessments must be completed within seven working days of the original assessment date to be considered in the assessment structure. Where it is not possible to achieve this in the seven days due to acceptable absences, students will have the tasks excluded from assessment structure for the course. A medical certificate/evidence or note explaining the reason for the student's absence, from the student's parent/carer will be provided to the student's teacher on the day the student returns to school or during the absence, via



Compass.

Absence from school on the day that an assessment is due for Year 7 to 9 students will be explained by the parent/guardian providing one of the following:

- a Medical Certificate or medical evidence; or
- a note via Compass from a parent/carer, on return to school; or
- a telephone call or e-mail from a parent/carer.

Absence from school on the day that an assessment is due, including an examination, for Year 10 students will be explained by the parent/guardian providing:

- a Medical Certificate or medical evidence; and/or
- a telephone call or e-mail from a parent/carer.

For assessment tasks submitted after the due date, not submitted or not completed during the scheduled time allocation, where the student does not provide a reason which is acceptable to the school, the task will be issued a '0' mark. The teacher, in consultation with the HOLA, may choose to exclude the task when reporting the student's end of Semester grade where there is sufficient evidence across the assessment outline of achievement against the judging standards. A student who is absent for five days or more per term is considered to be 'at risk' whether the absence is reasonable or not.

If a student has been absent for two assessments in a semester, (including authorised absences), the student will be referred to the HOLA and the teacher will contact a parent/carer as the student may be 'at risk' of not completing the assessment structure. Where an acceptable proportion of the assessment outline is not completed, a grade cannot be allocated.

*A school excursion is deemed an acceptable reason for absence and any assessments scheduled during an excursion will be rescheduled by the teacher.

Extension: A student may be granted an extension to the due date in extenuating circumstances, as determined by the teacher, in consultation with the HOLA. If a student is having difficulty completing an assessment task, they must discuss this with the teacher before the due date in order to be considered for an extension.

Cheating, Collusion and Plagiarism: The Authority policy require that the teacher is able to verify that a student's work is in fact their own. The teacher may refuse to use some work as evidence for assessment if they are not completely satisfied that it is the student's work. A note from a parent/carer is not sufficient evidence that the work is the student's own. Students who have deliberately or intentionally cheated or plagiarised in assessed work or in examinations will receive a score of '0'. If a student submits work that is not his or her own for assessment, they will receive no marks for the copied work. Further, all students involved in the collusion will be penalised. In all cases where cheating, collusion or plagiarism has occurred, the parent/carer will be notified by the teacher.

Non-Submission or Non-Completion: Where health issues or other personal circumstances prevent a student completing an in-class assessment task, the student (or the parent/carer) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. Where the absence is unplanned, the student/parent/carer must provide written documentation to be considered for an adjustment (i.e. medical certificate/evidence).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the School, the student's assessment time/date will, where possible, be modified and a grade assigned.

Practical assessments may be provided on an alternate day due to student absence. It is essential that students are available to complete these assessments on the dates provided.

Where the student provides evidence, which is acceptable to the School for the non-completion or non-



submission of an assessment task, the teacher, in consultation with the HOLA, may negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task. An adjusted date is generally within two days of the student's return. The teacher may require a completion of an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential. Alternately, the teacher, in consultation with the HOLA, may redistribute the weighting of the student's marks for other tasks if, 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 (i.e. family holidays, non-urgent appointment). 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 examination timetable, students will be advised by the school of modifications to the task requirements and/or the assessment outline.

8. Completion of a Subject

A grade is assigned for each completed course. Students complete a course by attending the allocated classes for the course, completing the learning activities and submitting the assessment tasks.

Students are expected to attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks on or before the due date.

9. School Examinations, State and National Assessments

The School models examination rules and processes as published by the Authority.

- When attending examinations, students will adhere to the published specific rules for that examination.
- Infringement or breach of rules will result in a penalty and parent notification.
- Any activity that allows the student to have an unfair advantage over other students is deemed to be unacceptable.
- Students cannot communicate with other students during an examination, national or state assessment.
- Students cannot bring any non-approved mobile technologies into the examination room (eg. mobile phones, smart watch).
- Students cannot engage in any behaviour that could disrupt other students and interfere with other student/s.
- Exam supervisors have the right to ask any student who does not meet the requirements of the school, national or state assessment rules to leave the examination room.
- Students should not miss an examination session merely because they do not feel able to do their best.
- Consideration may be given to students suffering from a temporary sickness or misadventure during the examinations. A completed ORSHS Sickness/Misadventure form is provided to the Middle School Associate Principal.
- Supplementary examinations are not set, or examinations times rescheduled.
- Misreading the examination timetable causing a student to miss an examination, or arrive late, is not considered as Sickness/Misadventure. Non-attendance at an examination will result in a mark of zero (0) being allocated.



10. The National Assessment Program – Literacy and Numeracy

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. In Western Australia, the Authority is responsible for overseeing the implementation of NAPLAN online in all Western Australian schools.

NAPLAN tests skills that are essential for every child to progress through school and life and provides information for teachers to tailor each child's education more effectively.

NAPLAN is made up of tests in the four areas of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

The assessments are undertaken nationwide, every year, in the second full week in March.

Students with diagnosed disabilities may be eligible for disability adjustments when taking the NAPLAN tests. These adjustments will be made via arrangement with the Teaching and Learning Coordinator and documented within a Student Profile.

NAPLAN assesses the literacy and numeracy skills your child is already taught in school. Teachers will ensure students are familiar with online assessments while also providing support and guidance. You can see how the online platform works by using ACARA's public demonstration site⁵. There is a user guide and practice tests for all NAPLAN year levels which feature the different types of test questions that may be in the NAPLAN Online tests. Excessive preparation is not recommended and can place unnecessary stress on your child.

If you would like more information about NAPLAN in general, visit the NAPLAN website.

11. Online Literacy and Numeracy Assessment (OLNA)

In Western Australia the Authority is responsible for setting standards and assessing and certifying student achievement according to those standards. From 2016, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the Western Australian Certificate of Education (WACE), awarded at the completion of Year 12 for achievement of the senior secondary requirements.

There are two ways in which the student can demonstrate the minimum standard: prequalification through Year 9 NAPLAN; or performance on OLNA. There are three assessment components of OLNA; Reading, Writing and Numeracy which are conducted online. Appropriate adjustments are made for students with a diagnosed disability so that all students are able to access and participate in the tests.

OLNA is conducted each year. Students in Years 9-12 will have up to six OLNA opportunities whilst at school to demonstrate the minimum standard. Following each round of assessment, the Authority provides the School with access to diagnostic feedback in the form of a list detailing skills and understandings. The School will send the OLNA results to parents/guardians after Round 1 and 2, and will include summary results in the Semester 1 and 2 Reports.

Students, and parents/guardians/carers can access the OLNA practice and example tests for each component. Students can use the practice tests to familiarise themselves with the assessment format and website functionality. Details on accessing the practice and example tests are available at: <https://senior-secondary.scsa.wa.edu.au/assessment/olna/practice-and-example-tests>.

All queries about the Year 7-10 Assessment Policy can be discussed with the teacher responsible for the subject's assessment outline.