



# NORTH ALBANY SENIOR HIGH SCHOOL

## 2018 School Curriculum, Assessment and Reporting Policy/Guidelines

Updated October 2017

This Curriculum Assessment and Reporting Policy/Guideline is available to the school community at the beginning of each school year via our website ([www.nashs.wa.edu.au](http://www.nashs.wa.edu.au)). It is updated in Term 4 each year for the following year. It aligns with:

- The Department of Education (DoE) K -10 Curriculum, Assessment and Reporting Policy and Procedures
- School Curriculum and Standards Authority (SCSA) Teaching , Assessment and Reporting Policy
- School Curriculum and Standards Authority (SCSA) Year 11 /12 WA Certificate of Education Manual

At the beginning of each course/subject each teacher will explain to NASHS students' relevant information.

### CURRICULUM

#### Lower School Years 7-10

All secondary students in Years 7-10 who are enrolled in a secondary school in Western Australia are required to be assessed according to the Western Australian Curriculum and Assessment Outline (WACAO) unless on an approved Individual Education Plan (IEP). The WACAO is accessible at the SCSA Website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

An Individual Education Plan (IEP) is developed in collaboration with staff, parents and relevant stakeholders to meet specific educational outcomes for the student. (Refer to NASHS Documented Plan Policy & Procedures)

In 2017 -2018 NASHS provides a 25 hour week timetable with the following number of hours allocated to each subject/course

<b>Year</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
English	5	4	4	4
Mathematics	5	4	4	4
Science	3	4	4	4
Humanities (HASS)	3	4	4	4
Physical education	2	2	2	2
Health Education	1	1	1	1
Languages	1	-	-	-
Music	1	-	-	-
Digital Technologies	2	1		
The Arts	1	2	1	
Technologies	1	1	1	
Students select specialized courses in Technologies, Arts, Music, Languages, Physical Education.	-	2 hours	4 hours	6 hours

In Year 7 both English and Maths are provided with an extra one hour per week due to the emphasis on literacy and numeracy.

NASHS complies with the following DoE & SCSA requirements:

- All students in Years 7-10 are required to do 2 hours of physical activity each week (DoE policy)
- All students in Years 7 & 8 are required to study a Performance and a Visual Arts subject (SCSA policy)
- All students in Years 7 & 8 are required to study Digital Technology. (SCSA policy)

English as a second language (ESL): Where possible NASHS provides assistance to students newly arrived in Australia. These students may be assessed and reported against the WA Department of Education ESL progress maps.

## Senior School Year 11 and 12

All students in Year 11 and 12 work towards attainment of the Western Australian Certificate of Education (WACE) which is awarded to Senior Secondary School students who satisfy certain requirements. The Certificate is recognised nationally in the Australian Qualifications Framework (AQF). It is recognised by universities, employer groups, industry, TAFE colleges, and other training providers.

Generally, students complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority's provisions enable students to meet the WACE requirements over a lifetime. Students in Senior School will study the School's Curriculum and Standards Authority (SCSA) accredited Courses and, if on a Vocational Education and Training (VET) pathway, will be provided with the opportunity to complete a Vocational Certificate II. Achievement of a WACE signifies the student has successfully met the breadth and depth standard, the achievement standard and English language competence requirements in their senior secondary schooling.

All students will receive a Western Australian Statement of Student Achievement (WASSA) which formally records a student's achievement in every course, qualification and program that the student has completed in senior secondary schooling.

## **Responsibilities**

At NASHS we view education as a partnership between the school, student, and parent. Therefore we believe that all have a responsibility to support education.

### **1. Student responsibilities.**

It is the responsibility of the student to:

- Complete all course requirements and submit assessments by the due dates.
- Keep all assessments for each course or certificate studied and to make them available whenever requested for the academic year.
- Maintain a good record of attendance, conduct and progress.
- Talk with their teacher about absence from class, missed in-class work and assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.
- Ensure all submitted work is their own.

### **2. Teacher responsibilities**

It is the responsibility of the teacher to:

- Develop a teaching/learning program that meets the syllabus/course requirements
- Provide students with a Course and Assessment Outline at the start of the course and to any student who joins the Course at a later date.
- Ensure that assessments are
  - Fair: Demonstrably fair to all students and do not discriminate on grounds that are irrelevant to the achievement of the outcome.
  - Valid: Provide valid information on the actual ideas, processes, products and values expected.
  - Reliable: Consistent, accurate and can be used with groups of students to produce meaningful data.
  - Educative: Makes a positive contribution to student learning, and
  - Compliant: meets the Department of Education and SCSA requirements.
- Collect evidence of student achievement
- Provide students with timely feedback (within 2 weeks of the assessment being completed by students).

- Maintain accurate records of student achievement on Reporting to Parents DoE website and CONNECT.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Use grade descriptors and moderation processes to make final judgements on student grades
- Inform students of the requirement to keep all work and assessments in case it is required for checking by the School Curriculum and Standards Authority. (*Senior Schools Students only*)
- Use reporting templates as provided by the school/Department of Education and report within internal and external timelines.

### 3. Parent responsibilities

As endorsed by the NASHS School Board we believe it is the responsibility of the parent/caregiver to:

- Assist the student to select Courses that reflect the student's career aspirations, ability and personal goals.
- Assist the student to develop independent learning skills and accept the primary responsibility for their learning.
- Help their child to develop an 'adult learner/independent attitude and approach to their educational life.
- Assist the student at home by establishing a suitable learning environment for them to complete homework, assignments and study.
- Communicate with the school as concerns / issues arise.

## Information provided to students

The teacher will provide a copy of the following to each student. Some tasks/assessments are completed in-class and others are completed out-of-class. This information will also be uploaded onto CONNECT:

### Lower school Years 7-10

Course and assessment outline that includes at least the following information:

- Course content and sequence in which the content will be taught.
- Assessment outline and approximate timing of assessments. Some tasks are completed in-class and others may be completed out-of-class.
- Advise students of changes to scheduled assessment tasks in a timely manner.

Each assessment task provides evidence of student achievement. The requirements for each assessment task will be clearly described and where appropriate, the criteria against which the task will be marked or rated, will also be provided.

### Senior School Year 11-12

- Course content and sequence in which the content will be taught
- Copy of the SCSA syllabus document
- Assessment Outline to include at least the following information where relevant:
  - Assessment types
  - Weighting for each assessment type
  - Weighting for each assessment task
  - General description of each assessment task
  - General indication of the content covered by each assessment task
  - Indication of the outcomes covered by each assessment task
  - Approximate timing of assessment tasks
  - Advise student of changes to scheduled assessment tasks

# ASSESSMENT and MODERATION

## Meeting the Assessment and Reporting Requirements

### Lower school Year 7 – 10

The process to determine grades:

- All assessments will be marked out of a number. (SCSA advise that grades should not be allocated to individual pieces of assessment and that a range of work should inform teacher judgement regarding the allocation of a grade at the end of the semester or year) )
- Teachers cross mark student work and set common assessments to ensure consistency in marking.
- To assist in transition from primary to secondary, NASHS teachers have access to student grades through the DoE.
- Pathways – some learning areas have pathways (eg Maths) whereby students of lower ability who are not able to access the Australian Curriculum at their year level will be provided with a curriculum at their level. Students will receive two grades at the end of the year - one for the pathway and one for the Learning Area using the Australian Curriculum (this will be a “D” or “E” grade).

### Senior School Year 11 & 12

The processes in senior school (Year 11 & 12) to determine grades:

- All assessments marked out of a number in accordance with the assessment outline will be appropriately weighted. At the end of each semester the combined weighted totals will added to give the students a course total out of 100. Grade Cut-offs are therefore determined by the distribution of the marks and the corresponding Grade Related Descriptors for that course.
- Heads of Learning Areas verify allocated mark cut-offs and grades at the end of the semester.
- Where there is more than one class participating in a course then cross marking practices are used to ensure consistency across all assessments. In determining grade cut-offs all students across the course will be combined for the course to ensure that marking practices have been consistent and fair.
- Where there is only one class in the subject then cross marking and moderation is established with other schools to ensure consistency.
- Where there is less than six students participating in a Year 12 ATAR Course then the SCSA recommends that the School sets up a Small Group Moderation Partnership. This means that most assessments in the assessment outline will be delivered and assessed in conjunction with other schools in the partnership. The distribution of the marks across the partnership may be used to determine grade cut-offs for students. However, it is the decision of the HOLA to determine that whether or not it will be in the best interest of the students to enter into a Small Group Partnership.

### **All students are required to:**

- Submit all out-of-class assessment tasks for marking by the due date
- Attempt all in-class assessment tasks on the scheduled date.

Failure to attend a scheduled in-class assessment task or submit, on time, an out-of-class assessment task may result in the student either:

- Receiving a score of 0
- Receiving a lower grade than expected at the end of the Course unit (if the reason for non-completion / submission is not acceptable to the school.
- For senior school receiving a ‘U’ (Unfinished) notation instead of a grade (if the reason for non-completion / submission is acceptable and the student can complete other work in the future to allow North Albany SHS to convert the ‘U’ notation to a grade). (Senior Schools Students only)

Note: If an assessment task cannot be submitted directly to the teacher it is to be submitted to the Head of Learning Area.

Unless there is a reason that is acceptable to the school (see below) failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student receiving a lower grade or a zero.

Note: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date. – preferably at least two days before the due date.

If a student does not submit an in-class assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian.

## **Modification of the assessment outline**

When a student's disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the Learning Support Coordinator and Head of Learning Area. (Refer to NASHS Documented Plan Policy & Procedures).

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the Head of Learning Area and parent.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the Head of Learning Area, student and parent may negotiate a variation to the task and /or submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

## **Acceptable reasons for non-submission or non-completion of an Assessment**

The penalty for non-submission or non-completion will be waived if an acceptable reason is provide to the school. For example:

- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases as the above the parent/caregiver must:

- Contact the school on the day **and**
- Provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non- completion of an assessment task the teacher will:

Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**

- Re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade), **or**
- Decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, **or**
- Statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks or against similar scoring students, **or**
- For Senior School submit a notation of U (Unfinished). If, due to accepted and explained absence insufficient evidence is available to make a professional judgement of the grade, there may be opportunity to assign a grade after more time is provided to complete further assessment tasks (typically during the next Semester). Please contact the Head of Learning Area for more information.

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the Year Coordinator and Heads of Learning Areas the development of an individual education plan. (Please refer to NASHS Attendance Policy & guidelines) The school reserves the right to make the decision as to whether or not an individual education plan will be implemented. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each Course unit or subject.

## **Senior School Year 11 & 12 - Vocational Education and Training assessment (VET)**

North Albany SHS delivers VET in partnership with external Registered Training Organisations (RTO).

In competency-based assessment, a student's performance is judged against a prescribed standard. A student is judged as either competent or not yet competent against the Australian Quality Training Framework (AQTF) standard. The judgement is made on the basis of evidence which can be provided in a variety of forms. The RTO provides guidance on achievement of competencies and ultimately determines students' competency ratings. All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

Students are to refer to subject and course outlines distributed by teachers and/or TAFE lecturers at the beginning of the year for more detail. The School Curriculum and Standards Authority recognise the achievement of units of competency and qualifications listed on the National Training Information Service (NTIS) website. All successfully completed units of competency/qualifications are recorded on the student's statement of results. Students can only be accredited once with a unit of competency.

## **Changes of Course units /subjects**

### **Lower school Years 7 – 10**

Year 7 – is a set course of study for all students.

Year 8-10 Changes in Maths, English, Science and Humanities. Teaching staff constantly monitor student progress. When a change of class or pathway is suggested parents are notified and students are credited for past completed work.

Year 8-10 Change of Specialized Courses – When a student commences a course late they are at risk of being disadvantaged compared to others in the class. An application to change courses is made through the Deputy Principal early Semester One and early Semester Two. All course changes must be signed off by the parent, however the school reserves the right to approve or not approve changes.

### **Senior school Year 11 & 12**

When a student commences a Course unit late they are at risk of being disadvantaged compared to others in the class. An application to change courses is made through the Deputy Principal. All course changes must be signed off by the parent. A subsequent meeting may be held with the parent/caregiver to discuss student progress and the requirements necessary for the student to be assigned a grade in the new Course unit. The school reserves the right to approve or not approve changes.

The deadlines for changes are:

- Friday of Week 6 of Term One for all Courses

When a student changes to a different unit in the same Course, or a unit in a similar Course, the marks from any assessment tasks that assess the syllabus will be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will negotiate a plan with the student showing the extra work to be completed and the modifications to the assessment outline. It is the student's responsibility to catch up on the missed work and assessments.

## Security of assessment tasks

Where there is more than one class in a Course unit most or all of the assessment task will be the same. In such cases, 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. Students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised.

Where North Albany SHS uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all schools.

## Examinations (Senior School & Year 10 Only)

Year 10 students in the academic streams may be required to sit extended exams in the final term each year in Mathematics, English, Science and HASS courses.

A written examination will be held in all Senior School ATAR Courses in June - Semester 1 and November - Semester 2. In some Courses, a practical / performance / oral exam may also be held. Examinations are typically 2 or 2.5 hours in Year 11 and up to 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students 1 ½ - 2 weeks before the commencement of the exam period. The practice or Mock ATAR exams are held in the first week of Term 4.

Examinations may be held in Senior School General Courses where considered appropriate by the Head of Learning Area. This will be included in the assessment outline for the course / unit.

## REPORTING

### Reporting achievement

North Albany Senior High School formally reports on student achievement at the end of Semester One and at the end of Semester Two. A progress report is provided at the end of Term One.

Year	Progress Report Term One	Semester One Report	Semester Two Report	Statement of Results
7	*	*	*	
8	*	*	*	
9	*	*	*	
10	*	*	*	
11	*	*	*	
12	*	*		*

## Lower School Year 7-10

Department of Education endorsed reporting templates are used for Years 7-10.

The Semester One and Semester Two formal report provides the following information:

1. Student's grade achievement is reported against the achievement standards in the Australian Curriculum as outlined in the Western Australia Curriculum and Assessment Outline (available at [www.SCSA.wa.edu.au](http://www.SCSA.wa.edu.au)) Achievement against the standards will be reported on as a Grade (A, B, C, D or E) as outlined below. The achievement standard is the expected level that the majority of students are achieving by the end of the school year. Meeting the achievement standard at a satisfactory level is described by a C grade. In Semester One teachers make a professional judgement regarding the level of achievement the student is demonstrating relative to the achievement standard at that point in time. The Semester One grade therefore indicates progress. The Semester Two grade is the final grade for the whole year

### Grade Interpretation

A	Excellent	- The student demonstrates excellent achievement of what is expected for this year level
B	High:	- The student demonstrates high achievement of what is expected for this year level.
C	Satisfactory	- The student demonstrates satisfactory achievement of what is expected for this year level.
D	Limited	- The student demonstrates limited achievement of what is expected for this year level.
E	Very Low	- The student demonstrates very low achievement of what is expected for this year level.

For those courses allocated one hour a week (eg Health, LOTE) a grade is not provided until the end of Semester Two.

On request the school can provide to parents information that shows your child's achievement in relation to other students in the cohort.

Students who have an Individual Education Plan will be reported against the outcomes in that document.

Students in Years 7-10 newly arrived in Australia may be assessed and reported against the WA Department of Education ESL progress maps.

2. An assessment of the students attitude towards learning based on their attitude, behaviour and effort The attitude, behaviour and effort demonstrated by your child is shown using the following scale: Consistently, Often, Sometimes, Seldom and Not Assessed.
3. A teacher comment to provide information about the student's progress and areas for improvement. Please follow up with any of your child's teachers if you have concerns.

## NAPLAN

In May each year all Year 7 and 9 students across Australia sit the National Assessment Program in Literacy and Numeracy (NAPLAN). At NASHS this testing is administered in accordance with the required procedures. Student results are received by the school and posted to parents/caregivers in Term Three for Year 7 and 9 students.

## OLNA

In March and September each year all Year 10, 11 and 12 students in WA sit the Online Literacy and Numeracy Assessment (OLNA). (Unless they have already achieved Band 8 in NAPLAN in Literacy or Numeracy). At NASHS this testing is administered in accordance with the required procedures. Passing all three aspects of the OLNA (writing, reading and numeracy) is a requirement for the WACE. Student performance is provided to parents after the release of student data. (Usually in May and October).



## **Senior School Year 11-12**

**ATAR and General Courses** - A grade (A, B, C, D or E) is assigned for each **ATAR and General Course** unit completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe). Grades are assigned using the total weighted mark for all assessment tasks. The assessment outline provided to all students for each Course unit shows the weighting of each assessment task.

- A mark for the unit (the weighted total mark for all assessment tasks in the unit, including the school exam/s)
- A mark in the Semester exam.

At the end of the year, students will be provided with a statement which lists the final grade for each Course unit, and where required, the school mark, which was submitted to the School Curriculum and Standards Authority.

In some Semester 1 Course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated grade is reported at the end of Semester 1.

All grades on Semester 1 and 2 reports are subject to School Curriculum and Standards Authority approval at the end of the year.

The parent/caregiver will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by North Albany Senior High School.

For all Year 12 students in ATAR courses, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the marks adjustment process the School Curriculum and Standards Authority uses to adjust the marks submitted by North Albany SHS are available on the Council website at

[www.scsa.wa.edu.au/internet/Senior\\_Secondary/WACE\\_Examinations/Your\\_Marks](http://www.scsa.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Your_Marks)

Information about calculating the ATAR for university entry is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

**VET courses** – Students who are not on an ATAR pathway are required to complete certificate course. VET course commonly refers to a course that leads to completion of either a Certificate Level 1 or Certificate Level 11. Each certificate course is comprised of a number of Units of Competencies (UoC). For each UoC students are awarded a results of *Competent* or *Not Yet Competent* which is based on their ability to perform a range of skills. Upon successful completion of all the required UoC student will receive a certificate.

Similar to ATAR or General courses, students will receive an assessment and course outline at the beginning of the year that indicates the required skills to gain competence in the UoC's.

Semester One reports will provide a progressive score or completed score against each of the UoC the student is enrolled in for that semester.

At the end of the year students will receive a final results against the UoC's which is then submitted to the Registered Training Organization (RTO). All Certificate Level 1 and Certificate Level 11 courses are subject to validation and moderation by the RTO. The RTO is the governing body that issues the Certificates.

OLNA – refer above. Unless students have achieved Band 8 in NAPLAN Reading, Writing and Numeracy they will be required to sit the OLNA exams in years 11 and 12 until they pass.

## **Senior School Year 11 & 12 - Reviewing marks and grades**

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a Course unit they should, in the first instance, discuss the issue with the teacher.

If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should approach the relevant Head of Learning Area.

The student or parent/guardian can request, in writing, that North Albany SHS conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- The assessment outline for the Course unit does not meet School Curriculum and Standards Authority requirements.
- The assessment procedures used in the class do not conform with the school's assessment policy.
- Procedural errors have occurred in the determination of the mark and/or grade.
- Computational errors have occurred in the determination of the mark and/or grade.

The Deputy Principal, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and parent/guardian and a copy to the Principal.

If this review does not resolve the matter, in Senior School, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using the appeal form which is available from the Deputy Principal (Senior School). Council representatives will then independently investigate the situation and report to the Council's appeal panel. If the appeal panel upholds a student appeal, North Albany SHS will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

## **HOMWORK**

NASHS has a parent guide to Homework and Study. Please refer to our web site for a copy.

## **TRANSFERS**

### **From another school in WA**

It is the responsibility of the student who transfers to North Albany SHS from elsewhere in WA to provide North Albany SHS with evidence of all completed assessment tasks. The Head of Learning Area may contact the previous school if necessary.

- The part of the syllabus that has been completed
- The assessment tasks which have been completed
- The marks/ratings awarded for these tasks.

The Head of Learning Area will:

- Determine how the marks from assessment tasks at the previous school will be used

Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at North Albany Senior High School.

- Determine the additional work, if any, to be completed
- Determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will negotiate a plan with the student showing the extra work to be completed and the modifications to the assessment outline.

### **Transfer from Interstate and Overseas**

The Deputy Principal will contact the School Curriculum and Standards Authority to determine the transfer of any credit from subjects studied at the previous school. The student will be advised by the Deputy Principal of the details of any credit transfer.

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