

Assessment and Reporting Plan

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. Reporting is the process of communicating the outcomes of assessments to parents, carers and students.



1. Overview

Assessment assists teachers and schools in:

- monitoring the progress of students, as a way of motivating them through measurement, achievement, improvement and feedback;
- identifying areas of strength and diagnosing learning difficulties;
- providing individual feedback to students on their performance;
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programs;
- making judgements of student achievement in relation to expected standards;
- reporting and communicating student achievement to parents; and
- meeting whole-school, Department of Education and the School Curriculum and Standards Authority planning, reporting and accountability procedures.

2. Assessment Practices

Teachers at Lakeland Senior High School collect a range of information on students to make accurate and reliable judgements about their skills and understandings, these may include formal tests, assignments, practical work or anecdotal information. All assessments are carried out under specified conditions that are substantially the same for all students, ensuring the authentication of student work. Students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority guidelines.

Responsibilities

3. School / Learning Area Responsibilities

- Develop and implement a School Assessment Plan.
- Develop assessment procedures
- Implement processes to ensure grade distributions are appropriate to the school context and, in lower school, using NAPLAN distributions as a point of reference.
- Ensure course, assessment programs and tasks are produced and appropriate to student ability.
- Review teaching and learning programs using student and teacher feedback and student assessment data to maximise opportunities for student learning.
- Develop common assessment tasks to assist in moderation and comparison (guide grade distribution).
- Implement school reporting timelines and processes.

4. Student Responsibilities

- Comply with the school assessment policy.
- Complete all subject requirements by the due date.
- Participate fully in all tasks and assessments as required by the classroom teacher.
- Maintain a progress folder and complete all assessment tasks described in the Subject Outline.
- Maintain at least 90% attendance, good conduct and academic progress. A student who is absent for five days or more per term is deemed to be at risk.
- Complete any missed work that occurred as a result of their absence. If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and may result in an "E" grade being awarded. Potential achievement will not be considered.
- Contact teachers concerning absence from class, missed assessments and make requests for an extension to the due date in advance where possible.

5. **Parent Responsibilities**

- Familiarise themselves with the assessment policy, course outlines and assessment schedules.
- Monitor student progress and make contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential and accept their assessment responsibilities.
- Ensure contact details are accurate and up to date.
- Provide a suitable study area at home or ensure that your child attends homework class at school.

6. **Teacher Responsibilities**

- Adhere to the school and learning area assessment policies and procedures.
- Develop a teaching/learning program that adheres to School Curriculum and Standards Authority Curriculum and Assessment Principles.
- Provide students and parents with a course outline and assessment schedule at the start of a course.
- Ensure that assessments are fair, valid and reliable, and that they motivate students and encourage success and engagement.
- Provide students with timely assessment feedback and guidance to ensure that all students understand how they will be assessed and during the semester and know the grade they are working towards.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform parents of academic progress as appropriate through emails, phone calls and letters, particularly when it is identified that there is a risk of the student:
 - not achieving their potential;
 - not completing the unit (VET Courses);
 - being awarded a grade of D or E.
- Use work samples and common assessment tasks to assist in the allocation of grades.
- Provide students with assessment tasks to be completed under the same conditions to ensure fairness and authentication of student work.
- Ensure all students have the opportunity to complete assessment tasks in class time.
- Modify assessment tasks where students are known to have learning difficulty i.e. students who teachers know will struggle with the standard task.
- Maintain student work folders for the current class of students.

Breach of Assessment Policy

7. **Missed assessment due to absence**

If a student is absent on a day when an assessment is administered, or when an assessment task is due to be submitted, the student will be required to complete the assessment, or submit the assessment task, during the following lesson, or as required by the classroom teacher. Where there is no contact from parents (note, medical certificate, phone call etc.) or a student is repeatedly absent for an assessment task, penalties may apply.

8. **Extended absence from school**

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's learning program. Extensions may be given at the discretion of a teacher in cases of illness or significant personal circumstances. Where appropriate, this discussion should take place when at least 25% of the assessment working time remains. Parents should enrol their child in the School of Isolated and Distance Education (SIDE) for periods of three or more months.

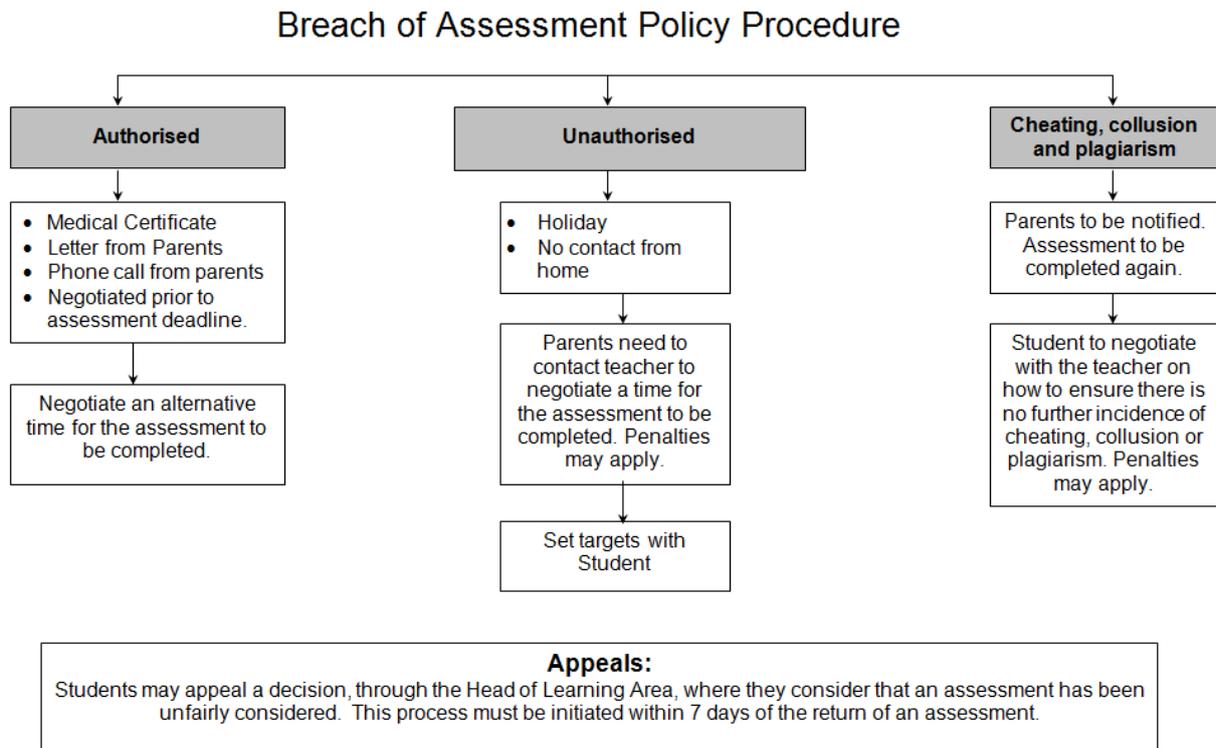
9. **Absence due to family holiday**

In line with Department of Education guidelines, the Principal does not authorise holidays during school time due to implications on student learning. Where parents choose to do this, teachers may provide support where possible. Where a student will be absent from scheduled assessments due to family holiday, the student must negotiate to complete and submit the assessment prior to holiday departure, or email the assessment to the teacher by the due date.

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

Students shown to have cheated in an assessment, or part of an assessment other than examinations, will receive a mark of “0” for that aspect of the task. Collusion is where a student submits work that is not their own for assessment. Plagiarism is where a student uses someone else’s words or ideas without acknowledging that they have done so. That is, work that is essentially copied. If work that is not the original product of the student is submitted for assessment, it will be deemed not to have been completed and penalties may incur.

The diagram below illustrates the breach of assessment policy procedure



State and National Assessments

12. National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 7 and 9 are required to sit NAPLAN tests in Reading, Writing, Numeracy and Language Conventions (spelling, grammar and punctuation.) These assessments are held nationwide and take place in the second full week in May every year. All students who participate in the NAPLAN tests will receive an individual report of their results and will accompany their Semester Two school report.

13. Online Literacy and Numeracy Assessments (OLNA)

As an essential requirement of Western Australian Certificate of Education (WACE) achievement, all students are required to achieve a minimum standard of literacy and numeracy. This standard can be met by achieving Band 8 or above in NAPLAN Reading, Writing and Numeracy tests in Year 9, or through successful completion of the Online Literacy and Numeracy Assessments (OLNA). Students have the opportunity to participate in these tests in March and September each year through years 10, 11 and 12 until they are successful in all three assessments. Parents will be informed of their child’s progress in the OLNA in Term 4 of each year.

Note: Students who have not achieved the literacy and/or numeracy standard through NAPLAN performance, and did not sit each OLNA test in Year 10, are not eligible to study corresponding Foundation Courses in Year 11.

Reporting

14. Formal Reports

Lakeland Senior High School provides parents with two formal reports: at the end of Semester One and Two. The report gives an indication of the students' progress and where they can make improvement along with an indication of the work ethic, self-management and social habits of the student. Teachers make judgement about students' achievement using a variety of assessment tools for instance; marks from tests, assignments, investigations, observations, work contained in students' folders and portfolios, digital recordings and working in groups, using national or state standards.

15. Academic Achievement

Academic achievement is reported in grades from A-E where;

A = Excellent achievement

B = High achievement

C = Satisfactory achievement

D = Limited achievement

E = Very low achievement.

16. Attributes

In each subject, teachers provide a measure against the five attributes:

Participates fully;

Behaves appropriately;

Is well organised;

Meets deadlines; and

Works autonomously.

These are reported as:

Consistently

Often

Sometimes

Seldom

17. Report Comment

In each subject, teachers prepare a comment that provides areas of strengths, and identifiable areas for potential improvement.

Examinations

18. Scheduling Examinations

As per the requirements of Courses in Year 11 and 12 that contribute towards an Australian Tertiary Admissions Rank (ATAR), and in preparation for an ATAR course in Year 10, students will be required to sit a written examination at Lakeland Senior High School in both semesters. Year 10 examinations typically occur within a week of the school timetable and Year 11 and 12 examinations typically occur off the timetable and over a week:

- Year 12 - week 4 or 5 Term Two and the second week of the October school holidays
- Year 11 - week 6 or 7 Term Two and week 4 or 5 Term Four
- Year 10 - week 5 or 6 Term Two and Term Four within the scheduled timetable over four days

19. Examination Protocols and Regulations

(a) Attendance

Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be made through the Deputy Principal and Head of Learning Area.

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

(b) Regulations

When attending examinations, students must adhere to the rules that pertain to that examination. Regulations will be established with the examination timetable and disseminated to students. Infringement will result in an appropriate penalty which could include a score of "0" being awarded for that examination.

(c) Breach of Examination Regulations

(i) 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.

(ii) Possession of unauthorised materials in the examination room:

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

Subject and Course Changes

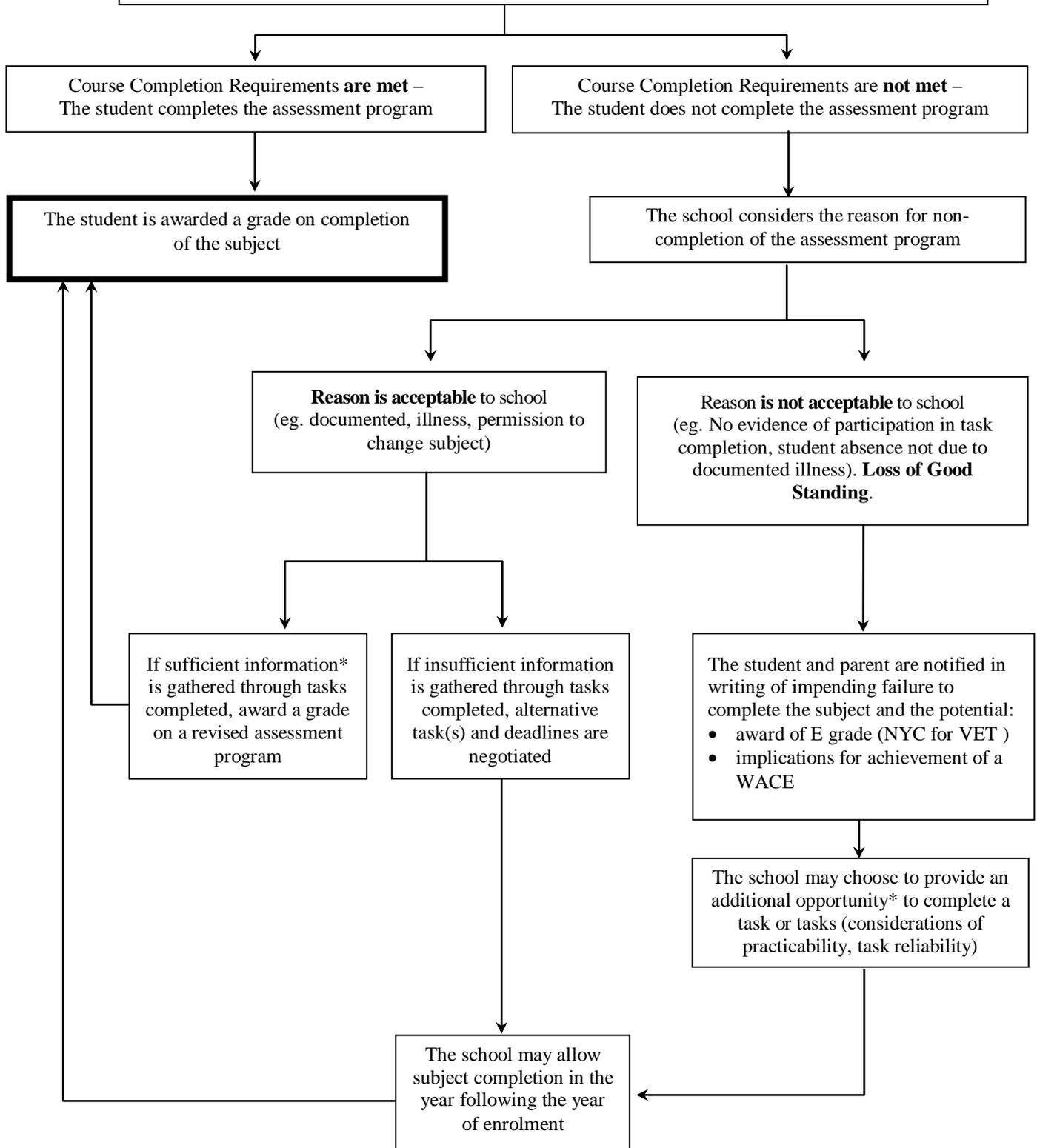
20. Years 8, 9 and 10 Subject Changes

- All subject changes depend upon the ability of the school to provide for the change. Subject changes must be organised through the relevant deputy principal.
- Semester One subject changes should be completed by the end of week four, Term 1.
- Semester Two subject changes should be completed by the end of week four, Term 3.

21. Years 11 and 12 Course Changes

- Generally, students cannot be given credit for work not completed in the new Course. However, where possible students will be given the opportunity to complete assessments missed or recognition of comparable achievement will be given.
- All subject changes depend upon the ability of the school to provide for the change, and must have parental support. Course changes must be organised through the Senior School Deputy Principal or a member of the school administration nominated by the Principal.
- Senior School Course changes should be completed by the end of week six, Term 1.
- Where a student enrolls during the school year, credit for the completion of work in the same Course will be given upon the student and/or previous school supplying appropriate evidence.

YEAR 11 AND 12 COURSE COMPLETION REQUIREMENTS



*** Notes**

- **Sufficient Information** means that in the teacher’s professional judgement there is enough information on student achievement of Course objectives or outcomes gathered through tasks that have been completed.