

## Curriculum, Assessment and Reporting

**South Fremantle Senior High School** delivers a curriculum that addresses the specific learning needs of all students consistent with the requirements of the Western Australian Curriculum for Year 7 to Year 12 students and reports student achievement in accordance with the *Western Australian Department of Education* (the Department) *Curriculum, Assessment and Reporting Policy* and the established standards and processes of the School Curriculum and Standards Authority (the Authority).

The *Western Australian Curriculum and Assessment Outline Reporting Policy for Pre-primary to Year 10*, prescribes the knowledge, understandings, skills, values and attitudes that students are expected to acquire and the guidelines for the assessment of student achievement. *The Guiding Principles for Western Australian Schools* promotes equity and excellence in Western Australian Schools. For Senior Secondary students in Years 11 and 12, the curriculum and assessment is specific to the requirements of the Western Australian Certificate of Education (WACE), *The WACE Manual* describes policies and procedures to be followed in relation to achieving a WACE and WASSA (Western Australian School Student Achievement).

Implementation of the *South Fremantle Senior High School (the School) Curriculum, Reporting and Assessment Plan* is the responsibility of the Principal and Teaching Staff; and compliance monitoring is the responsibility of the School Leaders. The School strives to provide a whole-school environment that is intellectually, socially and physically supportive of learning.

**The Principles of Teaching, Learning and Assessment** assist us to share understanding with our school community;

### **Assessment is an integral part of teaching and learning**

Assessment is an integral part of teaching and learning at the School and should arise naturally out of the teaching and intended learning of the curriculum. Teaching Staff construct school based assessment carefully to enable judgments to be made about student progress in ways that contribute to ongoing learning.

### **Assessment should be educative**

Assessment practices are educationally sound and contribute to learning.

### **Assessment must be fair**

Assessments take into account the diverse needs of students and do not discriminate on grounds that are irrelevant to learning. More specifically, assessment is equitable with regard to gender, disability, background language and socio-economic status.

### **Assessment is designed to meet its specific purpose/s**

Assessment is designed to meet its specific purpose/s. Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

### **Assessment leads to informative reporting**

Assessment provides an accurate summary of the formative and summative assessment information collected for each student.

### **Assessment should lead to school-wide evaluation processes**

Teaching Staff pay particular attention to qualitative and quantitative data and standardised test data. School Leaders and Teaching Staff understand and monitor current and past student achievement levels in terms of the validity and reliability of assessment practices.

School based assessment involves teachers gathering, describing and quantifying information about student achievement. Assessment tasks and items include tests, examinations, essays, reports, investigations, exhibitions, productions, performances and presentations.

### **The Teaching Staff ensure their students' are provided with:**

- **Opportunity to learn:** Learning experiences should enable students to observe and practise the actual processes, products, skills and values that are expected of them.
- **Connection and challenge:** Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- **Action and reflection:** Learning experiences should encourage both action and reflection on the part of the student.
- **Motivation and purpose:** Learning experiences should be motivating and their purpose clear to students
- **Inclusivity and difference:** Learning experiences should respect and accommodate differences between learners.
- **Independence and collaboration:** Learning experiences should encourage students to learn both independently and from and with others.
- **Supportive environment:** A school and classroom environment that is safe and conducive to effective learning.

The School reporting process communicates the outcomes of assessments to parents, carers and students. Teaching Staff plan for how they will reflect on and evaluate their teaching practices to ensure:

- **Validity:** Assessment tasks are clearly linked to the current syllabus and the assessment specifications of the subject/course/unit.
- **Reliability:** Assessment tasks provide consistent and accurate assessment information for the target population.
- **Discrimination:** Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

### **It is the role and responsibility of the School and Teaching Staff to:**

- Develop teaching/learning programs that meet the Authority requirements and guidelines, and the Department Curriculum, Assessment and Reporting Policy;
- Provide students with a subject/course outline and assessment outline before teaching begins, including timelines for submission and completion of assessment items;
- Ensure the syllabus used to develop the learning program and assessment program is current;
- Design school based assessment tasks to meet the needs of students;
- Ensure that assessments are fair, valid, educative, explicit, and comprehensive;
- Provide students with timely assessment feedback and guidance;
- Maintain accurate records of student achievement and assessment;
- Meet school and external timelines for assessment and reporting;
- Collect and provide VET student data to the Authority and other appropriate authorities in the required timeframe and format for State and national reporting purposes;
- Retain responsibility for managing programs, reporting achievements to the Authority and maintain record of learning for all students when working in partnership with other providers (i.e. Registered Training Organisations);
- Outline program details and completion requirements for an Authority developed Endorsed Programs; and
- Inform parents of academic progress and achievement.

### **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.
- Maintain an assessment file for each subject, course (pair of units or unit) studied and to 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.

### **Individual students will receive feedback on their learning**

The Teaching Staff use a comprehensive range of assessment methods to collect quality data and information to inform the progress of students and provide parents and carers with ongoing, accurate and relevant information about their child's progress.

Teachers provide marking keys with diagnostic feedback to:

- Help to ensure a consistent interpretation of the criteria that guide the awarding of marks.
- Provide the basis for feedback to students.
- Enable the fair and valid ranking of student achievement/performance.

A marking key for each assessment task, other than an Year 12 Externally Set Task (EST), are developed by the Teaching Staff to make clear and explicit the criteria used to award marks.

The format of an analytic marking key will vary according to the course and assessment type, but typically has the following features:

- it identifies 'the best' performance that students may demonstrate on the task
- it determines the number of performance criteria that will be assessed in the task (typically more than one for an extended response), portfolio, performance or production
- it determines the number and nature of categories between 'the best' performance and 'the weakest' performance on each criterion.
- it is usually developed by the teacher/s at the same time as the task is being developed. It is based on a model (ideal/best) answer and should be modified to accommodate unexpected student responses. Procedures are applied to ensure fairness where modifications are made to the marking key during marking.

### Collusion

Is when a student submits evidence that is not his or her own work for assessment.

**Plagiarism** is when a student uses someone else's words, images or ideas without acknowledging that they have done so. Students shown to have cheated or been involved with **collusion or plagiarism** in assessed work or in examinations may not have that work accepted as valid evidence of their achievement and **may result in penalties** in the form of reduced marks, zero marks and/or the School taking disciplinary action.

### Missed assessment item due to student absence from class

If a student is absent for a scheduled school assessment item the subject teacher will liaise with student and parent to work out a suitable alternative. Satisfactory explanation and evidence from a health practitioner for the absence may enable the student to complete that assessment item, a similar task or exclude the assessment from the student's final result. Wherever possible, advance notification of absence is required.

Absence from a specially scheduled assessment item (including tests, practical assessments and examinations) must be explained by:

- telephone call, SMS or letter from parent and
- medical certificate or evidence from a health practitioner.

Where there is no satisfactory explanation of an absence from a scheduled assessment task the student and parent/carer will be informed, and the School will use its discretion in determining an appropriate strategy to address the issue.

Where a student is unable to attend school for a lengthy period due to injury or sickness, the School will endeavour to provide support to the student's learning program.

### Changing of subject/course

Course or subject changes are not encouraged and generally it is not possible to change after the first month of the Semester. The School will only consider changes in exceptional circumstances and only if the request complies with specific deadlines for enrolment in Year 11 and 12 courses set by The Authority.

- All changes must have parental approval and be negotiated through the principal or their nominated representative i.e. Manager of Senior School or Middle School.
- All applications for subject/course changes must be made on the proforma available from the Managers' of Senior School and Middle School.
- After changing course/subjects students will be given the opportunity to complete assessments missed and receive feedback, this may require students working on these assessments out of school hours.
- Recognition for comparable achievement may be given.
- Where a student changes school during a school year, credit for the completion of work in the same course /subject will be given when the student and/or previous school supplies appropriate evidence for Years 7 to 10 and by submission of an application to the Authority for Years 11 and 12.

### Non-submission of evidence of achievement

- It is a teacher's responsibility to manage the assessment outline and due dates.
- A subject or course outline, including timelines for submission of assessment tasks, will be provided to each student before teaching begins. Due dates will be clearly outlined and implemented.
- It is a student's responsibility to provide evidence of achievement by the published assessment timeline.

- Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised.
- Parents/carers will be notified in cases where concern for a student's progress emerges, including the non-submission or non-completion of an assessment task.
- If the student provides no reason or a reason which is not acceptable to the School for non-completion or non-submission of an assessment task, the teacher will record a mark of zero.
- Generally, it will not be possible for students to seek an extension to the assessment deadline. In cases where work is not submitted on time, teaching staff will make their judgement on the evidence available by the deadline.
- Extensions may be given at the discretion of a teacher in cases of sickness, misadventure or significant personal problems. If a student does not apply and receive an extension before the deadline, the consequences will be the same as for non-submission or non-completion of an assessment task without an acceptable explanation.
- Problems with technology (eg computers or printers not working) are generally NOT acceptable as a valid reason for the late or non-submission of an assessment task. If a problem with technology is preventing a student from submitting work by the due date the student is required to negotiate an alternative arrangement with the teacher before the deadline. The student will be required to provide evidence of prior preparation and planning to support any request for an extension.

### **Examinations, National and State Assessments**

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

- School rules will apply during examinations.
- When attending examinations, students must adhere to the published specific rules for that examination.
- The exam rules will be issued with the examination timetable.
- 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.
- Student 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 must abide by the School Dress Code.

It is the responsibility of all candidates to ensure that they understand all instructions relating to the examinations. The breaches which will result in penalties being imposed include but are not limited to:

- Impersonation of candidate.
- Collusion between candidates.
- Possession or knowledge of examination questions before an examination.
- Possession of unauthorised materials in the examination room.
- Markings on authorised materials in the examination room.
- Removal of examination materials.
- Examination room behaviour.
- Failure to follow instructions.
- Plagiarism could lead to the student's examination paper being cancelled or having their examination mark significantly lowered.

### **Year 11 and 12 school based examinations:**

- Students must arrive at least 15 minutes prior to commencement of reading time.
- If the student arrives after reading has commenced he/she will not be permitted entry until after the reading period has finished. No additional time will be given to a student who is late.
- If the student arrives prior to one hour late – they will be allowed to sit the exam but no extra time will be allowed.
- If the student arrives more than one hour late – they will not be allowed to sit the exam.
- Students must attend scheduled school based examinations that are a component of the course/unit assessment outline.
- The parent must notify the school before the exam if a student is unable to sit the examination due to sickness or misadventure.
- A Medical Certificate or evidence from a Health Practitioner must be supplied in all cases of absence.
- In exceptional circumstances, arrangements may be requested through the Principal for an alternative exam date, the parent/carer will be required to make the request in writing to the Principal.
- Participating in family holidays will not be accepted as an exceptional circumstance.

All assessment tasks will be **securely stored and undertaken in a manner that does not advantage/disadvantage** a particular group of students. To effectively ensure this security, teaching staff will:

- Ensure that there is common timing for an assessment task undertaken by different classes.
- Collect and retain assessment tasks and all student responses to the task until all of the classes or schools have administered the task.
- Modify tasks before re-using them in the future.
- Not inform students of the source of any assessment task which is set externally and/or published.

#### Judgements of student achievement in relation to expected standards

Teachers apply the achievement standards, outlined in the School Curriculum and Standards Authority's *Reporting Policy: Pre-primary to Year 10* for students in Year 7 to 10. In Western Australia, student achievement in learning areas taught is reported on a five-point scale (A, B, C, D or E) for all years from Pre-primary to Year 10 and are reported in all the learning areas taught.

For students in **Year 11 or 12 enrolled in WACE** courses a grade (A, B, C, D and E) is based on the student's overall performance for the pair of units, or unit, as judged by the teacher with reference to a set of pre-determined standards. These standards are defined by grade descriptions.

**Vocational Education and Training (VET)** is undertaken as an integral part of the WACE in Year 11 and 12 and provides students with a broad range of post-school options and pathways. For students not completing at least four ATAR courses, the successful completion of a Certificate II (or higher) AQF qualification is one of the minimum requirements for achievement of the WACE. Any nationally recognised VET qualifications and/or units of competency from training packages and accredited course successfully completed by senior secondary students in Years 10, 11 or 12 may contribute towards the achievement of a WACE. In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up a full qualification.

**Endorsed Programs** available for Year 10, 11 and 12 students are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which there is no quality-assured certificate or award is issued *eg.* enrolment in Work Place Learning, Bronze Medallion or Elite Sports Performance, and can contribute towards the achievement of a WACE.

#### Grading

The following table of letter grades and achievement descriptors are awarded at the end completion of a course/subject, typically the end of the School year with a progress or interim grade awarded at the end of Semester One.

Years 7-10	
Letter grade	Achievement Descriptors
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.

The school reports student achievements in completed ATAR (Australian Tertiary Admissions Rank), General and Foundation courses in terms of grades in Year 11 and 12. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 or 12 unit is studied). To be assigned an **A-E grade**, a student must have had the opportunity to complete the education program; including the assessment program. VET Units of Competency are reported as **competent or not-competent** and endorsed programs are reported as **achieved or not achieved**. The following grades are used for ATAR, General and Foundation courses:

<b>Years 11 and 12</b>	
<b>Letter grade</b>	<b>Interpretation</b>
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

### Grade descriptions

- are included in the WACE course syllabus documents;
- relate directly to the content of the pair of units;
- describe the general characteristics of student performance and achievement at each grade;
- express, in positive terms, what a student knows, understands and is able to do;
- clearly define the level of proficiency for each grade on a continuum of performance;
- provide a guide for teaching staff when developing teaching and assessment programs;
- provide improvement targets for students;
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards and
- are subject to continuing review by the Authority.

### Example of Grade Descriptions – English ATAR Year 12

Grade	Description
A	<ul style="list-style-type: none"> <li>▪ Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate language for effect.</li> <li>▪ Demonstrates a sophisticated understanding of purpose, audience and genre in producing and responding to complex texts.</li> <li>▪ Demonstrates understanding of a variety of contexts and synthesizes understandings to produce and make critical judgments about texts.</li> <li>▪ Develops structures to manipulate audience responses and makes meaningful connections between a variety of texts.</li> </ul>
B	<ul style="list-style-type: none"> <li>▪ Demonstrates control of language conventions for clarity, variety and fluency, and manipulates language for effect.</li> <li>▪ Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts.</li> <li>▪ Demonstrates understanding of contexts to produce and make critical judgments about texts.</li> <li>▪ Develops well-structured responses that make meaningful connections between texts.</li> </ul>
C	<ul style="list-style-type: none"> <li>▪ Demonstrates control of most language conventions for clear communication.</li> <li>▪ Demonstrates an understanding of purpose, audience and genre in producing and responding to texts.</li> <li>▪ Demonstrates some understanding of the significance of context in producing and making meaning/s of texts.</li> <li>▪ Develops clear responses and makes appropriate references to other texts; may include references to familiar experiences.</li> </ul>
D	<ul style="list-style-type: none"> <li>▪ Generally demonstrates appropriate use of language conventions.</li> <li>▪ Demonstrates awareness of language requirements and of genre, but shows limited understanding of purpose and audience.</li> <li>▪ May demonstrate awareness of context in addressing familiar aspects of the topic or task.</li> <li>▪ May attempt to organise ideas but includes little supporting evidence.</li> </ul>
E	<ul style="list-style-type: none"> <li>▪ Demonstrates some control of language conventions.</li> <li>▪ Meets few requirements of the task.</li> <li>▪ Generally demonstrates literal understanding of texts and little or no understanding of context.</li> <li>▪ Offers ideas that are not related or are disconnected.</li> </ul>

### Establishing grade cut-offs

The grade descriptions are used when assigning grades at the completion of a pair of units (or, where a single unit of a Year 11 course is being studied, for that single unit). A ranked list of all students completing the pair of units, or unit, is generated based on the weighted mark out of 100 calculated using the weights from the School's assessment outline (which must comply with the assessment type weightings from the assessment table in the syllabus).

**Pre-established cut-offs will not be used** as the standard of the assessment tasks and the standard of marking may vary from year to year, teacher to teacher and subject to subject. Pre-established cut-offs can, however, be a notional point at which to start reviewing student work against the grade descriptions.

### Assigning grades where the School has multiple classes in a course

If more than one teacher at our School is delivering the same pair of units, or unit, the Teaching Staff and HOLA will establish procedures to ensure that school marks and grades awarded are comparable across all classes. This internal comparability ensures that students are neither advantaged nor disadvantaged by the assessment procedures of different teaching staff within that school.

The achievement of internal comparability is based on collaboration between teaching staff. When assigning grades for a pair of units, or unit, the School is required to rank all students in the pair of units, or unit, rather than just ranking students within individual classes. The ranked list is used with the grade descriptions and student work when assigning grades. This requires the School marks for all students from all classes to be on the same scale.

To achieve a common scale across multiple classes, teaching staff will use:

- a common course outline;
- a common assessment outline (i.e. common assessment tasks with the same weightings);
- a common marking key for each assessment task and
- marking strategies to ensure comparability (e.g. one teacher marking a particular section of the assessment task from all classes; one teacher marking a complete assessment task from all classes; one teacher marking a complete assessment task from another teacher's class; double-marking the assessment task, or part of the task, for all students or for a selection of students, then discussing comparability, reviewing marks and making adjustments where required).

Where the classes occur at different times, appropriate strategies are implemented to ensure the validity of the assessment marks and hence, fairness for all students (e.g. collecting and retaining the assessment task and all student responses until all classes have administered the task, administering the task at the same time, such as before school or after school).

Should the teacher choose to include in the assessment program some tasks that are not common, the marks distribution for the non-common tasks will be compared to the marks distribution for the common tasks and adjusted where necessary to ensure the School marks for all students from all classes are on the same scale.

#### Assigning grades in a small group moderation partnership

Where the School is in a small group partnership for a Year 12 ATAR course, it will form a combined ranked list which includes teacher marks for all students from all partner schools. The same grade cut-offs will be used by all partner schools. Marks for these students must be on a common scale (i.e. be comparable). If they are not, then the marks need to be adjusted by the partner schools before using the ranked list to establish the grade cut-offs. Students will be informed of any changes to their school marks resulting from this adjustment.

#### Procedures to be implemented if assessment is affected by a catastrophic event

On the occurrence of a catastrophic event that results in a significant number of staff or students to be absent from the opportunity to undertake an assessment item, then the Head of Learning Area can determine the outcome for that assessment:

- Based on the completed assessment tasks, the teacher or HOLA makes a professional judgment of the performance of the students affected by the event.
- Where additional assessment tasks are required to enable the professional judgment to be made, the assessment outline is modified for the students affected by the event.
- The School informs the students affected by the event (and parents/guardians) of the changes to how their achievement will be determined, including any additional assessment tasks.

#### Proposed grade distribution approval

To maintain state-wide comparability of grading, all schools are required to submit to the Authority proposed grade distributions for Year 12 students in each pair of units for an ATAR, General or Foundation course. Typically, the Authority accepts students' grades on the principal's declaration that the School has met the assessment requirements for WACE courses.

The Authority reserves the right not to accept a school's grades for a pair of units, or unit, or to adjust the grades that are submitted, if there is evidence to justify this action. When informing students of grades achieved at the completion of a pair of units, or unit, the School will advise students that the grades are subject to approval by the Authority.

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit), or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units.

From the assessment outline for a pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type will be included at least once.

### Assessment reviews and appeals are to determine whether:

The School provides Year 12 students with a Statement of Results indicating the mark and grade to be submitted to the Authority at the completion of their course.

When the School receives a written request from a student (or a parent/carer acting on behalf of the student) to review their school assessment, the School will follow these procedures to ensure that:

- The teacher's assessment outline conforms to the syllabus requirements
- The School's assessment policy conforms with the Authority guidelines
- The teacher's assessment procedures conform to its own assessment policy.
- There are no procedural or computational errors in the determination of the School mark and/or grade.

Where the review does not resolve the student's concern, the student (or a parent/guardian acting on behalf of the student) may appeal to the Authority. Student appeals are not considered by the Authority until an assessment review has been completed by the school. An appeal to the Authority must be lodged by the student or parent/guardian with the required fee and the school's written assessment review by the closing date specified in the *WACE Activities Schedule*. Students are informed of this through the *Year 12 Information Handbook* downloaded from the Authority website

### Transfer between courses

When a student changes course the teaching staff must be able to justify the grade assigned to the transferring student. To do this, teaching staff are required to include the student on the ranked list of students for the pair of units, or unit, into which they are transferring. If the reason for non-completion or non-submission is acceptable, and sufficient evidence is available, then the teacher can make a professional judgment of the grade for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If the reason for non-completion or non-submission is acceptable to School, but sufficient evidence is not available, the Teaching Staff may:

- modify the task so that it can be completed by the student, or
- provide an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task but maintain the same standards), or
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, or
- for a Year 11 course, submit a notation of 'U' (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, will enable a grade to be assigned.

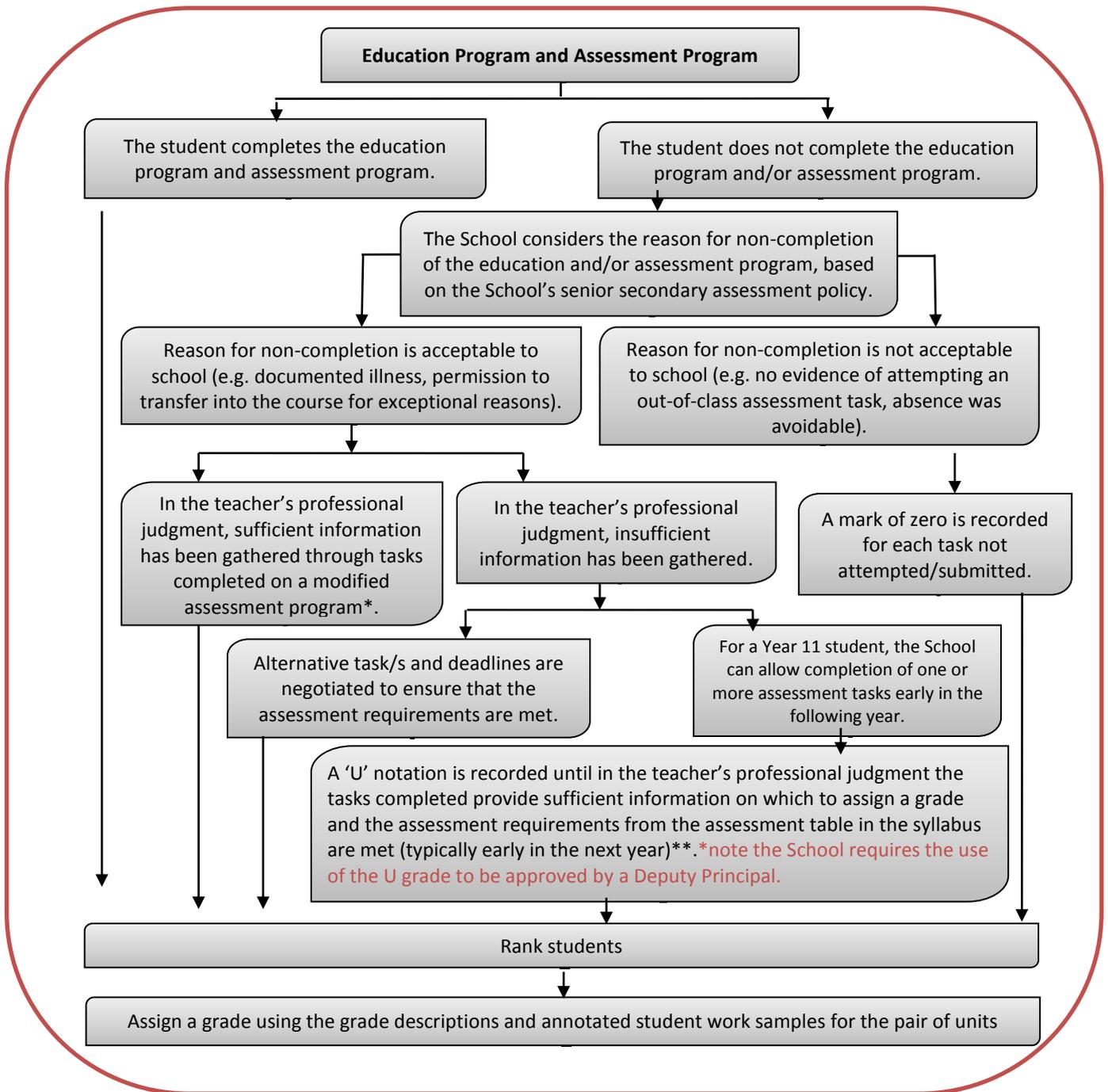
Where a student is frequently absent from school due to chronic or frequent sickness/illness, it may be necessary to involve the parent/guardian and appropriate school support services. Through this process it may be agreed that the student:

- attempts fewer courses in a year, allowing the WACE to be achieved over a longer period, or
- completes some or all of the courses through Special Educational Needs: Medical and Mental Health (formerly Hospital School Services), with the support of the teaching staff, or
- transfers to Schools of Isolated and Distance Education (if the student meets the enrolment requirements).

### Completion requirements

The following flow diagram ([Diagram 1](#)) from the Authority WACE Manual 2015/16 summarises the strategies that the School will use when dealing with situations involving non-completion or non-submission of the education and/or assessment program.

Diagram 1



**Students Requiring Special Consideration**

The School responds to and supports the diverse needs of all students so that they are able to engage with the content and standards defined in the Western Australian Curriculum. The teaching staff will develop and implement processes to identify, provide for, monitor and report on students who may be at educational risk.

A **Documented Plan** is an umbrella term used to describe how teaching staff cater for identified needs and are used to document the necessary teaching and learning adjustments (includes IEP, IBP, ITP and RMP). Students identified as in the care of the **Department for Child Protection and Family Support, and Aboriginal Students** are identified as at risk and are provided with a Document Plan. Students with special educational needs are catered for in an appropriate way and in accordance with the Authority guidelines and the Department Students at Educational Risk Policy.

**Assessing Students with Special Education Needs (SEN)**

The Authority recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way student's present

evidence of completion of assessment tasks. The type of support will vary according to the particular needs of the student and the nature of the task.

If there is a legitimate reason for a student to be following a modified curriculum (Documented Plan) any variation to the reporting of the student's achievement is negotiated with the student and her/his parents or carers.

The following principles provide guidance when making decisions about the nature and appropriateness of special considerations and special arrangements:

- Students who have special education needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement will be applied in the same way as for all students. Students with special education needs will be assessed on what they know and can do and not on what they might do if they did not have their disability and/or specific learning disability.
- If it is considered likely that a student with special education needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications.
- The School will implement special arrangements where a student with a disability cannot complete an assessment task (written or practical) under the standard conditions.
- The School Assessment Policy for non-completion/submission of assessment tasks will be followed where a student, because of the nature of their disability, is frequently absent from school.

When assessing students with special education needs, the School will consider the functional impact of the disability which may prevent the student completing an assessment task under standard arrangements.

Teaching Staff and School Leaders will ensure that students with special education needs studying ATAR, General or Foundation units complete assessment tasks under appropriate conditions. Conditions approved by the Authority for the ATAR course examinations will be used as a guideline by Teaching Staff and School Leaders.

Authority-approved support for ATAR course examination candidates with diagnosed special education needs includes the provision of:

- specialised equipment/furniture;
- rest breaks to overcome the effects of a wide range of disabilities and medical conditions;
- additional working time to complete a task where a disability prevents a student working efficiently;
- a scribe, where a physical impairment prevents a student from writing.

If alteration to the standard ATAR course examination conditions is required for a particular student, the School will make formal applications to the Authority in the year in which the student intends to sit the examination.

### **Teaching staff communicate with parents about student achievement and progress**

- Students will be kept informed of their progress throughout their course.
- Parents and carers will be regularly informed about their child's progress.
- Students and parents/guardians will be informed when it is identified that there is a risk of the student not:
  - achieving their potential
  - completing the subject/course requirements and receiving a U or RNM (requirements not met)
  - meeting WACE requirements (Year 11 & 12).
- Student achievement is reported to the Authority for Year 11-12. The Authority statistically moderates school assessment based on performance in the WACE external examination. The moderated school assessment appears on the student's record of achievement.
- The Authority Subject Completion Requirements require a student to complete all of the structured educational and assessment requirements of the subject/course syllabus.

### **Reporting of student achievement in learning areas**

#### **Years 7-10**

Students from Years 7 to 10 will have opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy and the opportunity to participate in at least two hours of physical activity each week during the School day as part of the learning program.

In accordance with the *Curriculum, Assessment and Reporting Policy 2015* the School provides parents and carers with plain language formal reports twice a year that:

- are readily understandable to those responsible for the student and give an accurate and objective assessment.

- include an assessment of the student’s achievement against any available standards. include, for subjects studied, an assessment of the student’s achievement:
  - reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards
  - relative to the performance of the student’s peer group.
- student achievement in the learning areas taught is reported on a five-point scale for all years from Year 7 to Year 10. An achievement standard describes the characteristics of student achievement and are supported by annotated student work samples as part of the Judging Standards material exemplifying A, B, C and D.

### Formal and informal school reports are communicated to parents

All students’ reports are generated in the Department of Education, Reporting to Parents (RTP) portal and distributed to parents by Australia Post. Parents can indicate their preference for their child’s report to be emailed by contacting the school. Parent and Teacher Interviews are scheduled for the end of Term 1 after the Progress or Interim Report and at the start of Term 3 after the Semester One report. Results of State and National assessments are distributed to parents by Australia Post.

**Progress Reports** are not part of the formal process of reporting to parents; however they are a useful way for the School to provide additional feedback about student progress. A **Progress Report towards the end of Term 1** will include an overall indication of progress, attributes, behaviour and effort, and attendance.

### Semester and End of Year Reporting

For Year 7 to 10 will include:

- a final grade for a semester course or an interim grade for a year long course/subject.
- a teacher assessment of the student’s attitude, behaviour and effort.
- a teacher comment.
- any additional information the School considers relevant.

For Year 11 and 12 will include:

- a progress grade for a year long course/subject at the end of Semester 1 and a final grade at the end of the course.
- an examination mark.
- a teacher assessment of the student’s attitude, behaviour and effort.
- a teacher comment.
- any additional information considered relevant eg attendance, achievement of endorsed program of Unit of Competence for a Certificate Course.

STUDENT REPORT TYPE	WHEN
<b>PROGRESS (Interim) REPORT for Years 7-12</b> <ul style="list-style-type: none"> <li>• Progress only (no comment)</li> <li>• Attendance percentage.</li> </ul>	Issued towards the end of Term 1.
<b>SEMESTER 1 REPORT for Years 7-12</b> <ul style="list-style-type: none"> <li>• Marks, Grades, ABE and Comments</li> <li>• Attendance percentage.</li> </ul>	As per the advertised school calendar dates.
<b>Final Report for Year 11</b> <ul style="list-style-type: none"> <li>• Marks, Grades, ABE and Comments</li> </ul>	At the end of the school year In accordance with the Authority published deadline for the Year 11 students.
<b>SEMESTER 2 REPORT for Years 7-10</b> <ul style="list-style-type: none"> <li>• Marks, Grades, ABE and Comments</li> <li>• Attendance percentage.</li> </ul>	At the end of the school year as per school calendar date.
<b>STATEMENT OF RESULTS for Year 12</b> <ul style="list-style-type: none"> <li>• Marks and Grades</li> <li>• VET and Endorsed Programs Attained or Achieved</li> </ul>	Start of Term 4 in accordance with the Authority published deadline for Year 12.

## Moderation

In line with the *Assessment Principle 5* the School conducts:

- *Moderation for Learning* - focuses on teaching staff working together to reach more in-depth understandings of their students' learning relative to a broader group of students.
- *Moderation for Reporting* - enables teaching staff to develop consistent judgements of student performance and is closely aligned with the summative purposes of assessment.

## The National Assessment Program – Literacy and Numeracy (NAPLAN)

The NAPLAN tests, coordinated by the Australian Curriculum, Assessment and Reporting Authority (ACARA), are administered simultaneously in all schools across Australia.

NAPLAN tests are held during the second full week in May of each year for students in Years 3, 5, 7 and 9. NAPLAN is a national assessment, and all students are expected to participate. NAPLAN tests provide point-in-time information in relation to student performance. It is important the results accurately reflect student ability as they are not intended to be pass/fail type tests. NAPLAN tests are intended to complement the existing range of school-based assessments.

The [My School \(website\)](#) provides a set of quality data that our school, teachers, parents and the wider community can use to help ensure that every child in every classroom receives a high-quality education. NAPLAN results are publicly reported through the summary and national reports. Results are also available for use by jurisdictions; by the School Leadership Team and Teaching Staff.

Individual student reports, provided to parents/carers, show student results against the national average and the middle 60 per cent of students nationally. These reports contain a description of what was assessed in each of the tests and provide information about the knowledge and skills the student demonstrated in the tests.

## 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 a WACE.

There are two ways in which student can demonstrate the minimum standard: prequalification through Year 9 NAPLAN; or performance on OLNA. There are three online assessment components of OLNA; Reading, Writing and Numeracy.

OLNA is conducted in March and September each year. Students in Years 10, 11 and 12 will have up to six OLNA opportunities (two per year) 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 and carers after Round 1 and 2.

## Externally Set Task (EST)

An externally set task (EST) is conducted for each General and Foundation course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by the Authority and the protocols are provided to schools. ESTs are administered under invigilated conditions.

## Australian Tertiary Admissions Rank Course Examinations (ATAR)

ATAR courses are for students who are aiming to go to university and are examined by The Authority. Student results in ATAR courses are used by the Tertiary Institutions Services Centre (TISC) to calculate a student's Australian Tertiary Admissions Rank. The ATAR is used to determine eligibility for university entrance. The Authority sets, administers and marks the ATAR course examinations. Students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination.

There are both written and practical examinations for some ATAR courses. Courses that contain a significant performance or production component have a practical examination specified in the examination section of the syllabus and require submission by a specified date and/or attendance at a scheduled examination event. The examination timetable for practical and written examinations is circulated to candidates. Details are sent out in the Authority publication, *Year 12 Information Handbook* which is available on the Authority website. In late December, TISC notifies students when their results are available to view online. It is a student responsibility to login and download Year 12 results.

## Subject/Course Awards and Student Recognition

**Certificates of Excellence and Merit Awards** are issued by the School to recognise individual excellence and merit by students in Years 7 to 12 who have completed the assessment and education program. These awards are presented at school assemblies at the end of Semester 1 and 2.

At the completion of Year 12 excellence and student achievement is recognised at the South Fremantle Senior High School Farewell Assembly and Ceremony. Certificates are awarded for WACE Courses, an ATAR Dux, a VET Dux and special school and community achievements.

The final decision on the granting of each school award or prize is made by the Principal.

The *Western Australian Certificate of Education (WACE)* is awarded by the Authority to students in Western Australia on successful completion of their senior secondary education. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime. Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and English language competence requirements in their senior secondary schooling. The *Western Australian Statement of Student Achievement (WASSA)* is a statement of student achievement issued to all Year 12 students at the completion of their secondary schooling by the Authority.

Exhibitions and awards are granted by the Authority to senior secondary students studying Authority subjects and VET. The awards recognise individual excellence in senior secondary schooling. The final decision on the granting of each award is made by the School Curriculum and Standards Authority's Exhibitions and Awards Committee.