



Lake Joondalup Baptist College

Lower Secondary Assessment Policy (Year 7, 8 & 9)

Policy 015

November 2023

Lake Joondalup Baptist College is committed to the National Child Safe Organisation Principles, and to providing a child-safe environment which safeguards all students and promotes practices which provide for the safety, wellbeing and welfare of our children and young people. Lake Joondalup Baptist College expects all College community members including Board members, staff, volunteers, students, visitors and contractors to share this commitment.

Lower Secondary Assessment Policy (Year 7, 8 & 9)

Purpose

The College Purpose is to nurture young people to discover and confidently express their unique God-given gifts in service of their community.

This policy which outlines assessment principles and procedures is made available to all Lower Secondary students at Lake Joondalup Baptist College. It conforms to the expectations of the Western Australian Curriculum and the School Curriculum and Standards Authority.

Policy statement

Overview of Assessment

Assessment is an integral part of the learning and teaching program. It serves an important purpose in providing feedback to students to enable them to understand their level or degree of achievement. Feedback provides students with an indication of what might be required to move them to higher levels of achievement.

Assessment is also required in a more formal way to provide detailed information about student achievement to the School Curriculum and Standards Authority/relevant authorities.

Assessment programs at Lake Joondalup Baptist College are designed carefully by teachers of courses to:

- comply with the requirements of the School Curriculum and Standards Authority
- provide students with full information about assessments, including the nature, timing, provisions for failing to submit assessments, provisions for late submission, appeals processes, procedures for sickness and other misadventure and provisions for students with special needs
- provide meaningful and timely feedback to students

Student responsibilities

It is the responsibility of each student to do:

- Complete all assessments required in each subject by the due date;
- Attempt all in-class assessments on the scheduled date;
- Complete all work requirements in each subject;
- Maintain a good record of attendance, conduct and progress;
- Ensure that the College is informed before any anticipated absences or after any unforeseen absences, extension requests or any other issues relating to an assessment;
- Initiate contact with teachers concerning any absence from class; missed assessments, requests for any extension and other issues pertaining to any assessment.

Teacher responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning program that fulfils the current requirements of the Western Australian Curriculum and the School Curriculum and Standards Authority.
- Provide students with a copy of the College Assessment Policy and course outline, including an assessment plan showing details of assessment tasks and due dates, and where appropriate a copy of the latest version of the published course and assessment requirements within the first two weeks of the academic year (Week 2, Term 1).
- Ensure that any change to the assessment program is communicated to students in a timely manner – a two-week warning prior to the change is deemed fair in this respect.
- Ensure that assessments are valid, educative, explicit, fair and designed to demonstrate learning
- Maintain accurate records of student achievement and assessment. Provide feedback that supports learning and mastering content and application.

- Initiate contact with parents/guardians when a student fails an assessment or achieves at a level **below the expected range** in a timely manner **to allow for appropriate intervention**.
- Advise parents/guardians within three days of a student failing to submit an assessment.
- Meet school and external timeframes for assessment and reporting.

Information provided to students:

A teacher will provide students with the following documents:

- Learning outline for each subject with the learning content for the year
- Time frame for each section of learning
- An Assessment outline that includes number of assessments, dates of each assessment, the weighting, general description (assessment type)

Legislation

School Education Act 1999

Related Policies

- 77a Grievances Policy (Community)
- 77b Grievances Policy (Students)
- 110 Documented plans for learning Support
- 128 Senior Secondary Assessment
- 131 Homework

Appendix 1 Assessment Procedures

Assessment quality and equity

Principles of assessment:

1. Assessment is an integral part of teaching and learning.
2. Assessment should be educative.
3. Assessment should be fair.
4. Assessment should be designed to meet its specific purpose/s.
5. Assessment should lead to informative reporting.
6. Assessment should lead to school-wide evaluation process.
7. Assessment should provide significant data for improvement in teaching practices.

Non-submission or non-completion of assessment (In class or out of class assessment)

Absence: A student who has an authorised absence on the day of an assessment is being held or the assessment is due, this student will not be penalised. The student must complete that assessment in After School Catch up at the following session if possible (any recovery from an illness will need to be accounted for). Students have one week to finalise any catch-up assessment from the day of their return to school. Further time may be allocated for a further week when several assessments may need to be completed.

A school excursion is an authorised absence and students can catch up on any missed assessments in the After-School Catch up class (see information about Catch up Class).

A medical certificate or note from the parent must be provided to the student's teacher on the day the student returns or provided to the school where the Dean of Studies will inform all teachers.

Extended periods of absence will impact on the ability for a student to achieve their potential and are likely to result in lower achievement overall.

Absence on the day of an assessment due for Year 7 to Year 9 will be followed up by the parent/guardian by providing one of the following:

- A Medical Certificate or medical evidence
- A signed note from the parent with details of reason for absence
- A phone call or SMS to the College with the reason for the absence

For any assessment submitted after the due date or not completed during the scheduled time where the student does not submit a reason accepted by the College (in consultation with the Dean of Studies), the assessment will be issued with a mark of 0.

If a student is suspended for any reason, every opportunity will be made to allow that student access to all academic resources and information from class through the learning platform of SEQTA. Ability to catch up assessments will be available in the After School Catch up Class.

Out of class assessments

All out of class assessments must be submitted by the due date. If an out of class assessment is not submitted without an adequate Parent/Guardian written explanation, it will not be given a mark until a satisfactory explanation is received. It is a student's responsibility to make every effort to submit assessments even if he or she is not at the College. If this is not possible, a written explanation must be provided, signed by a parent/guardian.

Absence from school on the day or during the lesson when an assessment is due should not necessarily affect the submission of the assessment. If an assessment is due on the day of a College excursion, for instance, it should be submitted the day before or on the morning of the excursion, prior to the student leaving the College.

Students who submit an assessment late without a satisfactory explanation will receive a penalty of 10% per day by the classroom teacher in consultation with the relevant Head of Learning Area. Parents will be notified to discuss the outcome and implications to overall academic impact.

Summary of penalties for late submissions

Submitted on time (start of lesson)	No penalty
Submitted one day late	10% penalty (10% of total marks available)
Submitted two days late	15% penalty (15% of total marks available)
Submitted three days late	20% penalty (20% of total marks available)
Submitted four days late	25% penalty (25% of total marks available)
Submitted five days late	30% penalty (30% of total marks available)
Submitted after five days	Work must be completed and submitted, but a mark of zero will be recorded.

Note: Year 7 Students in Term 1 & 2 will be given a grace period where these penalties will not apply as they adjust to high school. From Term 3 & 4, the policy penalties apply.

Whilst students are encouraged to complete assessments on the computer, they should be aware that computer and/or printer failure is not accepted as a reason for non-completion of assessments. Students should ensure:

- They back up their work regularly
- They can provide evidence of ongoing work such as drafts

Extension of due date: A student may be granted an extension of an out of class assessment due to extenuating circumstances as determined by the teacher in consultation with the HOLA.

Academic reporting Year 7 to Year 10

Schools Curriculum and Standard Authority requires schools to provide reporting grades on the achievement of students in terms of the Western Australian achievement standards at least twice a year. Reports should use plain language to report to parents and carers on the achievements of students.

In Western Australia, student achievement in the learning areas taught is reported on a five-point letter scale from Year 7 to Year 10.

Letter grade	Achievement descriptor 1
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.

At Lake Joondalup Baptist College, Academic Reports are issued two times a year:

A full Academic Report is issued at the end of Semester 1 and then again at the end of Semester 2. The report contains relevant grades, a grade distribution graph and summary of Learning Attributes.

Cheating, collusion and plagiarism

The Authority policy requires that the teacher is able to verify that a student's work is their own.

Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations.

Collusion is when a student submits work that is not their own for assessment. A student who actively assists another student with an assignment by allowing that student to copy his or her work is also considered to be colluding and therefore in breach of the College Lower Secondary Assessment Policy. The same penalty will be applied to both parties. Students participating in group assignments are required to complete their section of the assessment as per the requirements of the task unless otherwise requested to do so by the class teacher.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. In this case, work is essentially copied. This includes the use of AI. Students should familiarise themselves with the Guidelines for using AI. Students shown to have cheated, colluded or plagiarised in assessed work or in tests will receive a mark of zero .

Students who receive a mark of 0 due to plagiarism, collusion or cheating will still be required to re-submit a completed assessment that demonstrates evidence of their own work , in order to demonstrate progress towards the appropriate learning outcomes.

It is therefore recommended that a high proportion of work on tasks, especially final drafts or copies, be completed at school under teacher supervision. **A note from a parent/guardian is not sufficient evidence that the work is the student's.**

Moderation

In cases where there is more than one class group of students undertaking a course, Heads of Learning Area must ensure that cross marking of assessment tasks is occurring to ensure internal compatibility. It is an expectation that the nature and the timing of assessment tasks be consistent.

Students with disabilities or specific learning difficulties

In consultation with the Dean of Studies and the Head of Learning Diversity, Heads of Learning Area may modify assessment and test requirements in accordance with the School Curriculum and Standards Authority guidelines and/or in accordance with the directives on a stipulated Individual Education Plan or Curriculum Adjustment Plan, to enable a student with a learning or physical need, or to demonstrate achievement of course objectives.

Absences, missed work and late submissions

It is detrimental to a student's academic progress to miss school for any reason. Parents/Guardians are asked to organise holidays during term breaks and holiday periods only. Parents/Guardians choosing to take students on holiday during scheduled school term time should be aware that the student will be disadvantaged and his or her grade may be adversely affected. This leave will be marked and reported as Unauthorised Leave.

Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days.

The Law states: Under Western Australian law (School Education Act 1999), parents/guardians must send their children to school unless:

- they are too unwell
- they have an infectious disease
- the Principal is provided with a genuine and acceptable reason

When a student is absent without prior knowledge for a scheduled assessment such as a test or examination, the school should be telephoned or emailed on the day of absence and students should acknowledge that a particular assessment has been missed and request that the class teacher or teachers be informed.

After school catch up class

Assessment Catch up is run at the College every Tuesday, Wednesday and Thursday after school from 3.30-4.30 pm. All assessments must be completed within two weeks of returning to school from any absence.

Any assessment not completed in a Catch-up assessment will receive a Zero mark.

Leave of absence during the school term

Parents/Guardians are required to write or email the Head of House or the Dean of Studies three weeks in advance to request permission for their child to be absent from school for any reason other than immediate misadventure, injury, illness or a scheduled medical appointment. This includes leave of absence if he or she is representing the state or nation at a sporting event.

Students with special needs

The key principle underpinning aspects of this assessment policy is that all students with special needs will be able access the curriculum and to undertake assessments without disadvantage. The school uses the broad guidelines provided by the School Curriculum and Standards Authority to accommodate these students. It is essential that the student or parent/guardian informs the Dean of Studies or Head of Learning Diversity of any special needs before the commencement of the year. It is imperative that this notification occurs either on enrolment or as soon as the student or family are aware of the special need.

The broad provisions which apply are typically:

Short term needs – students with short term absences or injury will be provided with alternate opportunities to undertake tasks. In some cases where performances are involved and where an injury prevents the student from undertaking the tasks, alternate arrangements will be made.

Longer term needs – it is important for the parent/guardian to contact the school to discuss the needs of their child. Case management processes need to be put in place. The School Curriculum and Standards Authority needs to identify and review such processes before allowing any compensatory measures which would apply to the WACE assessment. For example, arrangements such as extra time to complete timed assessments, breaks during timed assessments, special examination materials (e.g. Braille materials, scribes, use of a computer or recorded responses are recognised arrangements for specified conditions). The school will discuss the processes with the parent/guardian and student and advise of appropriate arrangements.

Parents and students are encouraged to read and discuss this assessment policy and ask questions if needed.