



SECONDARY CURRICULUM, ASSESSMENT AND REPORTING POLICY

Adopted By: Principal

Review Date: 01/12/2020

To Be Reviewed: 01/02/2023

POLICY CONTROL HISTORY:

Date	Reviewed by:	Amendments/Reviews:
01/12/2020	Principal – T Saunders	<ul style="list-style-type: none">• Incorporated Assessment and Reporting into policy
27/10/20	Principal – T Saunders	<ul style="list-style-type: none">• Specified intervention (Students at academic risk) could include an individual education plan or other documented plan• Included Curriculum Implementation Plan• Included WACE/VET Assessment• Included ratios of class sizes

SCOPE

Secondary School in the College context comprises Years 7 to 12. The implementation of the West Australian Curriculum, the provision of WACE Courses of Study and access to VET Courses and Endorsed Programs form the three areas of curriculum in the College. The plan to meet the requirements of these different areas and deliver them to the student body, including assessment, monitoring and reporting is described within this policy.

CURRICULUM

Secondary – Years 7 to 10

The West Australian Curriculum has been fully implemented in the Secondary School across all learning areas as per the implementation requirements outlined by SCSA. Teachers delivering the curriculum are trained specifically in the curriculum area utilising ongoing professional learning. Teachers monitor curriculum changes regularly implementing changes as required. Moderation between teachers in a year group is best practice to ensure consistency in each curriculum delivery, assessment and reporting.

Secondary – Years 11 and 12

Students are engaged in combinations of WACE Courses of Study (ATAR and General) as well as having access to VET Courses and Endorsed Programs (WPL) offered at the College. Teachers are selected for their training and expertise in curriculum areas and are involved in ongoing professional learning to ensure that the curriculum requirements for Senior Secondary courses are met. Moderation of Standards occurs through Group Moderation in specific courses as well as Small Group Moderation in courses of numbers lower than 8 students.

TEACHER TO STUDENT RATIOS

Years 7 to 10

Maximum class size is 32 students : 1 Teacher for non-practical lessons.

For practical lessons the class size is 20 students : 1 Teacher.

Education Assistants are based on 1.0 FTE per 300 students and work with students in the classroom or small groups (maximum 6 students).

Years 11 and 12

Maximum class size is 25 students : 1 Teacher for non-practical lessons.

For practical lessons the class size is 20 students : 1 Teacher

IMPLEMENTATION PLAN

Subject	Implementation
English	Full implementation and reporting to parents against the achievement standards in 2016.
Maths	Full implementation and reporting to parents against the achievement standards in 2016.
Science	Full implementation and reporting to parents against the achievement standards in 2016.
Humanities and Social Sciences	Full implementation and reporting to parents against the achievement standards in 2017.
Health and Physical Education	Full implementation and reporting to parents against the achievement standards in 2017.
Technologies	Full implementation and reporting to parents against the achievement standards in 2018.
The Arts	Full implementation and reporting to parents against the achievement standards in 2018.
Languages	Full implementation to Year 8 and reporting to parents against the achievement standards in 2018.
Protective Behaviours	Implementation of the Keeping Safe Child Protection Curriculum 2017

ASSESSMENT

In all areas of the curriculum, the students will be assessed using a continual assessment process throughout completion of a course. This is modelled on the SCSA Principles of Assessment identifying that Assessments should:

- Be an integral part of teaching and learning
- Be educative
- Be fair
- Be designed to meet the specific purpose
- Lead to informative reporting
- Lead to school-wide evaluation process.

WACE Courses

Assessments in ATAR and General Courses are required to follow the Assessment Practices outlined in the WACE Manual (2021).

Vocational Education and Training (WACE)

Students completing VET alternatives are under the instruction of qualified coordinators who can assess the students meeting the competencies required to satisfy the requirements of the certificate in accordance with the providers assessment processes. Providers meet with the teachers to evaluate the course delivery and student assessment and approve the students attainment of the certificate.

TYPES OF ASSESSMENT

There are two categories of Assessment Types that are used to evaluate students learning. **Formative assessment** is designed to evaluate a student's progress during a unit of work guides further teaching. **Summative Assessment** is used to evaluate a student's understanding of the course work at the end of a unit of work against the achievement standards.

Formative Assessment is designed to assess progress of students or the group and identify:

- Is learning on track?
- What needs to change?
- Where does the learning need to go next?

It should be used to get feedback on how and where to modify the teaching program to meet the needs of one or more of the students, analyse evidence of student learning, provide feedback to improve learning and enable learners to learn from each other.

(Source: Victoria State Government, Professional Practice Note 6).

Examples of Formative Assessment are:

- Questioning
- Observation
- Journals
- In class activities: Think-Pair-Share, PMI Analysis
- Discussions
- Peer Review
- Multiple Choice/Quiz
- Diagnostic Tests/ Pre-tests
- Homework

Summative Assessment is used to identify a student's learning at the end of a unit of work or completion of a course to evaluate whether students have learned what they were expected to learn against achievement standards. This is used to formulate their grades.

Examples of Summative Assessments:

- Tests
- Exams
- Projects
- Formal Assessments

ASSESSMENT OUTLINES

Students should be provided an Assessment Schedule of all assessments that will contribute to their grades at the beginning of each term (Years 7 to 10) or semester (Years 11 and 12).

All courses should have an Assessment Outline that provides detailed information identifying:

- The nature of each assessment (take home or in class)
- The objectives of each assessments
- The timing of the assessments (Day, Week, Term)
- The weighting of the assessments

The SCSA provides detailed information through the extranet on teaching and learning and assessment at: <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/teaching-learning-and-assessment-principles>

Assessment outlines must be copied for each year group on the Student Server (Y: Drive) under the relevant folder so that it may be easily accessed by students/parents if required.

Assessment Requirements

- When designing assessments, teachers should use the Achievement Standards (K-10) and Grade Descriptors (Years 11 and 12) as a framework for assessment of student learning.
- Clear learning objectives need to be provided to students to assist with preparation or revision for summative assessments.
- All take away assessments need to have an Assessment Rubric provided outlining the objectives that the students must meet for each grade.
- Each Assessment Brief should include the penalty of late submission (as per the QBC Assessment Policy).

Assessment Rubrics must be copied for each year group on the Student Server (Y: Drive) under the relevant folder so that it may be easily accessed by students/parents if required.

Should a scheduled assessment date or due date of a take home assessment need to be changed, students should be informed **at least a week before the initial due date**. Changing at the last minute is not fair to students who have prepared in good faith.

EVALUATING ASSESSMENTS

Summative Assessments should be evaluated against the achievement standards for each curriculum area as per the SCSA Curriculum Guidelines. Use of the Judging Standards is also advisable where possible to compare students work to exemplars provided by SCSA.

Staff within learning areas should moderate internally to ensure consistency in grades allocated for content assessed.

Year 11 and 12 assessments should be evaluated using the grade descriptors as provided by SCSA.

TESTS/ EXAMINATIONS

Topic tests will be given under normal examination conditions. Topic Tests for multiple classes should be completed at the same time. Where this is not possible, an alternate test that is comparable in content assessed should be completed.

Examinations will be held in each of the Years 7 to 12 twice annually. Years 7 to 10 examination percentage weightings are set by the individual learning areas *Departmental Policy*. In Years 11 and 12 the percentage weighting is recommended in the Assessment Guidelines of the SCSA Syllabus for ATAR Courses.

If cheating in a test or examination is established then the student will be given zero for that component of the assessment program.

REPORTING STUDENT ACHIEVEMENT

In all courses, a grading system of A to E will be used across all year groups to report student achievement:

- A The student demonstrates an excellent understanding of the course content.
- B The student demonstrates a well-developed understanding of the course content.
- C The student demonstrates the required understanding of the course content.
- D The student demonstrates a basic understanding of the course content.
- E The student is working towards a basic understanding of the course content

Assessment Results (Deadlines)

Assessments must be marked and returned to students **within one week of completion of the assessment.**

All marks that contribute to a student's final grade should be clearly recorded in the SMS Marks Book and entered **within one week of the assessment being completed.**

It is best practice to have a hard copy of students' ongoing results retained by the teacher.

Provision of assessments/ retention of assessments

Assessments are to be returned to students to retain to assist with their revision after all classes have completed the assessment (lower school), or moderating schools have completed the assessment (upper school).

Copies of upper school ATAR assessments should be made and retained by the teacher for SCSA moderation reviews or dispute resolution for a period of 5 years.

Semester Reporting

Formal progress reports are issued at the end of each semester after the Semester Exams (Year 7 to 12).

Semester Reports are required to communicate progress of learning, and should identify through teachers comments:

1. What the student has mastered
2. What areas they are working towards mastery
3. What they can implement to further progress.

Reporting information related to attitude, effort and behaviour is communicated through attribute selection. Teachers identify whether the student displays an excellent, very good, satisfactory level or whether there is a cause for concern. Teachers are not to select cause for concern unless there has been prior communication to the parents regarding this.

STUDENTS AT ACADEMIC RISK

Students at risk with their academic progress after normal differentiation has been implemented need to be identified in a timely manner. Progress should be monitored and any concerns need to be communicated with the parents as soon as practicable. Supporting Academic concerns are the responsibility of the teacher to manage and work in partnership with parents.

Parents are an integral part of the student's success and as such, teachers are required to communicate and partner with parents regarding supporting students with academic progress concerns. Teachers should:

- Inform parents that there is a concern emerging when a student is not meeting the achievement standards as soon as practicable.
- Inform the Head of Department if a student is not progressing in meeting the achievement standards.
- Invite the parents and the student to a feedback meeting to discuss the progress concerns.
- Discuss an intervention plan of action to support the student to progress further with the student and parents. This could include an individual education plan or other documented plan.
- Provide ongoing feedback to the student, parents and the Head of Department on the student's progress once intervention has been implemented.
- Adjust intervention where necessary to meet the needs of the student and communicate this to parents and the Head of Department.

Refer to information about conducting a feedback meeting. Any interviews should be arranged at least two days ahead if possible, so that the staff member involved can gather relevant information.

It is important to remember that such interviews have real significance for the student, parents and teacher, and therefore should be conducted in a formal manner.

At the conclusion of the interview a record of the meeting should be made and a brief outline of the concerns and strategies to be implemented should be provided to all stakeholders. This record should remain confidential.

When teachers have met with parents, please follow up with an email:

- 1) Thank them for their time and commitment to supporting the student
- 2) Provide a recap of information from the meeting with the main points of action moving forward.
- 3) Provide information of when it will be reviewed and that you will make contact to keep them updated with the progress.
- 4) Please invite them to make contact should they need to.

The Head of Department and Year Coordinator should be copied into all correspondence to keep them updated on the intervention plans for the students.

Heads of Department should raise these students with the Senior Staff Team at monthly meetings.

Any pastoral concerns that emerge should be referred to the Year Coordinator.

PRESCRIBED REVISION

Teachers are encouraged to prescribe revision for students each week. This should be posted in the LMS weekly for students to refer to at home.

Teachers need to be mindful that students also have revision demands from other courses and should not exceed the recommended guidelines per subject per week.

Course Revision Guidelines

The following is a guideline for the time advised for revision each week.

<i>Year Group</i>	<i>Recommended Homework</i>
7 and 8	1 hour
Year 9 and 10	1.5 hours
Year 11	2 hours
Year 12	3 hours

1. Revision must have clear academic intent to reinforce **prior** learning.
2. Revision must be possible for a student to complete by themselves.
3. Revision should be clear on what is expected to be completed.
4. Revision should have different levels of work to meet each student's needs.

Revision not completed

Revision not being completed is not a disciplinary matter as it relates to student agency in learning. Revision not being completed should be communicated to families as feedback with the encouragement to adopt revision routines. Teachers should contact parents and discuss any ongoing concerns to identify any support the student may need.

REQUIRED INFORMATION TO BE PROVIDED STUDENTS

Course Outlines

All students need to be provided a Course Outline at the commencement of each course.

Course Outlines need to provide information on:

- Weekly outlines of the course content to be delivered according to the syllabus.
- The syllabus content covered in the time allocation as prescribed by the West Australian Curriculum
- Student learning objectives
- What General Capabilities are met in the provision of the curriculum
- Which KS CPC curriculum requirements are met (where applicable)
- What resources will be utilised in curriculum delivery
- The day/week for assessment/evaluation of students learning

A copy of the Course outlines must be kept on the Student Server (Y: Drive) under the relevant year and subject folder so that it may be easily accessed by students/parents if required.

Student Feedback

Student Feedback is vital for students to assist them in their learning progress. Feedback is not a grade on a paper or in marks book. This is the most ineffective way of providing feedback as it gives no insight into areas that students could improve on or identify what particular objectives the student is working towards.

Following a Growth Mindset, staff and students will be encouraged to adopt a practice of seeking and providing feedback to progress in learning. Students will be encouraged to speak with their teachers about what concepts/skills the students are mastering and what areas they can develop in their understanding and application.

Teachers will be encouraged to provide constructive feedback. If they can identify the areas that the student is needing to develop, they also need to support the student to work on this by giving them strategies to help them progress further.

Feedback is best given in short chunks yet on a regular basis. It can also be given:

- Verbally having a conversation as the student is completing a task
- Provision of an Assessment Rubric that provides a breakdown of the students' achievement with each assessment objective and comments on how the student met the objectives or where they could improve.
- Scheduled meetings with the student/parents.
- Writing a Parent Communication Note in SMS.
- Writing comments on an assessment.

All feedback should consist of:

- What the student has demonstrated well (understanding/skills)
- What they are working towards understanding or developing
- What can assist with this progression – specific strategies/activities

All assessment pieces that are contributing to marks are to be provided to the student for their future revision and to aid them with identifying the areas required to improve. Parents should be notified that results are available and assessments have been returned to the students for their revision.

Copies of students' assessments that demonstrate varying levels of achievement should be retained for moderation purposes and de-identified (lower school). Electronic copies of assessments should be retained for review purposes for all upper school students for a period of 3 years.

CONDUCTING A FEEDBACK MEETING

A productive feedback meeting requires thorough preparation and consideration before the meeting. Have clear notes and objectives beforehand to ensure the meeting goes the way you plan it to and stays to an efficient time. Teachers should use the following format:

- 1) Any feedback discussion/meeting should commence with thanking participants for their attendance and acknowledge their willingness to participate in supporting the student with progressing further.
- 2) Invite the student to give input from their point of view what they feel they are experiencing success in. Involving the student in the discussion empowers the student to be accountable for the way forward.
- 3) Validate the points the student expressed experiencing success about if you agree and commend them for being able to give this consideration.
- 4) Identify from your point of view any additional areas of the course the student is displaying success.
- 5) Ask the student what areas they believe they are experiencing difficulties. Listen intently and connect anything that aligns with your concerns.
- 6) Give the student the feedback about what you also agree they need support with and expand on any additional areas you have identified.
- 7) With the student, identify what are the most important areas to focus on – working on 2 – 3 goals maximum.
- 8) Identify with the student what actions are advised – e.g.: checking students understanding of content in the classroom, attending tutoring after school, targeted practice at home, revision techniques, reduction or modification of classwork etc.
- 9) Identify a review process:
 - What should the student do if they are finding the plan difficult to implement/adopt
 - How will progress be measured (by the teacher or the student)
 - When will progress be assessed/adjusted
 - What is the process after attainment of goals
- 10) Document this for your own notes.

Parent / Teacher Feedback Meetings

The College has an Interim Meeting in Term 1 for Year 7 students and their families to discuss the first few weeks of Year 7 and how the students are settling into the class, the coursework and to communicate any small areas of concern. Areas of major concerns emerging should be communicated prior to these meetings. These meetings are scheduled for 10 minutes only.

After the Semester One Reports are issued, parents are invited to attend a Meeting with teachers to discuss the report feedback and any areas of concern. Any major areas of concern should be communicated prior to this meeting. Parents need to book these meetings in the scheduled time through the SMS booking system.