



**BUNBURY**  
SENIOR HIGH SCHOOL



# *Lower School* **Assessment Policy** *2024*

Bunbury Senior High School encourages parents to contact classroom teachers for feedback on their child's progress during the school year.

### **Principles of Assessment at Bunbury Senior High School**

#### **Assessment assists teachers in our school in:**

- Monitoring and supporting the progress of students
- Diagnosing learning difficulties
- Providing feedback to students
- Adjusting current teaching and assessment programs
- Developing subsequent teaching and assessment programs
- Reporting student achievement to parents and
- Whole-school and system planning, reporting and accountability procedures.

#### **Additionally, assessment must be:**

**Valid:** Provide valid information on the actual ideas, processes, products and values expected.

**Reliable:** Consistent, accurate and can be used with groups of students to produce meaningful data.

**Fair:** Demonstrably fair to all students and shall not discriminate on grounds (such as gender, disability or ethnicity) that are irrelevant to the achievement of the outcome.

**Educative:** Makes a positive contribution to student learning.

**Explicit:** All students shall know when, how and what will be assessed.

#### **Teacher Responsibility**

It is the teacher's responsibility to:

- Develop a teaching/learning program that complies with DoE and SCSA policy
- Provide students with a course and assessment outline at the beginning of the course
- Ensure that assessments are valid, reliable, fair, educative and explicit
- Provide students with timely assessment feedback
- Maintain accurate records of student achievement and assessment
- Meet school and external timelines for assessment and reporting
- Inform students and parents of academic progress as appropriate
- Participate in all moderation when necessary.

#### **Student Responsibility**

It is the student's responsibility to:

- Complete all course requirements by the due date
- Maintain a good record of attendance, conduct and progress. A student who is frequently absent places themselves at greater risk of non-completion
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

For this policy the term parents will encompass recognised primary carers whether that be parents, guardians, carers or other.

## **Assessment Completion**

### **Due Dates**

A course outline, including approximate timelines for submission of assessment tasks will be provided to each student at the start of a course. Due dates will be finalised by the class teacher.

### **Assessment Task Missed or Not Submitted**

- Students who are absent on the day of an assessment task, or who are absent on the day an assessment task is to be submitted, *with* an acceptable explanation (see below) may be able to complete or submit the assessment task upon returning to school. This decision will be at the discretion of the teacher/Head of Learning. If satisfactory arrangements cannot be made to complete an assessment task, then the student will not be penalised when the explanation is deemed acceptable. A suitable mark/grade for the assessment task may be awarded in consultation with the relevant Program Coordinator.
- When a student has not made contact, or the explanation is not acceptable, (see below) then the opportunity to complete the assessment task may not be available and a zero may be awarded. The teacher will enter zero into the student's achievement record for the task.
- Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to support the student's learning program.

### **Examples of Acceptable Reasons for Non-Completion or Non-Submission:**

- Medical (documentation from parent or medical professional must be provided)
- Wellbeing issues (as advised by Student Services)
- Extra-curricular commitments (e.g. being absent representing the State in a sports team or similar)

**NOTE: A family holiday is not accepted as an exceptional circumstance.**

### **Special Educational Needs**

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA guidelines. Parents are responsible to notify Student Services of special educational needs for their child at the earliest opportunity. The Learning Support Coordinator will be utilised by teachers to ensure appropriate strategies and differentiation is implemented within a classroom setting.

### **Injured Students**

When practical work is a significant and essential component of assessment in a course, and a student has suffered an injury that affects the completion of a task, then the student will be advised of alternative assessment arrangements when possible. The subject Program Coordinator must approve the alternative assessment program. Assessments may occur at a later date.

### **Moderation of Student Marks**

On occasions, the initial marks awarded to students for an assessment task may be modified as a result of subsequent moderation processes. Program Coordinators will manage internal and external moderation activities.

### **Cut-off Marks for the Awarding of Grades**

Course marks, typically expressed as a percentage, are an indication of each student's achievement on a scale. Grade cut-offs are established after student work has been referenced to the SCSA Grade Descriptors. For this reason, cut-offs will vary between subjects and reporting periods.

### **School/Subject Transfer**

Where possible, students transferring into a course should determine, in consultation with their teachers, what additional work needs to be done to avoid any perceived disadvantage.

### **Cheating, Collusion or Plagiarism**

Students who are found to be involved in cheating, collusion or plagiarism may not have that work accepted as valid recognition of their achievement. A mark of zero may be awarded.

### **Reporting**

- Student's progress and achievement data will be available on Connect
- Semester reports will be issued to parents to indicate Semester 1 and 2 results
- The school will report achievement to the SCSA.

### **School Assessment Concerns**

Students have the right to have an assessment reviewed with their teacher and/or the Head of Learning. If an assessment review determines that inaccurate, unfair or inappropriate assessment is evident, the school will make the necessary adjustments to the assessment.

### **Lower School Examinations**

#### **Timing of Examinations**

- All examinations will be placed on the course outline if appropriate to their year group.
- Year 10 examinations will be placed on the school calendar and advertised to the school community at the beginning of Term 4.

#### **Examination Attendance**

As part of the assessment program for a subject students may be required to complete an examination style assessment. All students participating in a subject that has an examination

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable. If not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of that cohort in the examination.