

Teaching, Assessing and Reporting Plan 2019, LOWER SCHOOL (Years 7,8,9)

To meet the learning needs of all students as required by the Department of Education and the School Curriculum and Standards Authority (SCSA), Lesmurdie Senior High School will implement the *Western Australian Curriculum and Assessment Outline* in Years 7-9. *The Outline* sets out the mandated knowledge, understandings, skills, values and attitudes that students are expected to acquire in the eight learning areas:

- English
- Health and Physical Education
- Humanities and Social Science
- Languages
- Mathematics
- Science
- Technologies
- The Arts

Curriculum will be delivered according to the Principles of Teaching, Learning and Assessment. These principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning.

Principles of Teaching and Learning provide:

- *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 the student
- *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* - the school and classroom setting should be safe and conducive to effective learning.

Lesmurdie Senior High School teachers will take the above principles into consideration when **planning, developing and implementing Western Australian curriculum** so that it is consistent with the SCSA Policy Standards for Teaching, Assessing and Reporting.

In Years 7, 8 and 9, students meet the curriculum requirements by:

- compulsory study of English, Humanities and Social Sciences, Mathematics and Science for four 60 minute lessons per week for the year
- compulsory study of Health Education and Physical Education for three 60 minute lessons per week for the year (one for Health, two for Physical Education)
- compulsory study of Languages – Italian for Year 7 only for two 60 minute lessons per week; Years 8 and 9 is optional
- compulsory study of Technologies – Digital Technologies and Design and Technologies for Years 7 and 8 (each of two 60 minute lessons/semester); Year 9 is optional
- compulsory study of The Arts – Visual Arts and Performing Arts for Years 7 and 8 (each of two 60 minute lessons/semester); Year 9 is optional.

Principles of Assessment will:

- *be an integral part of Teaching and Learning*

- *be educative* – educationally sound and contribute to learning
- *be fair* – take into account the diverse needs of students
- *be designed to meet their specific purposes*
- *lead to informative reporting*
- *lead to school-wide evaluative processes.*

Teacher Responsibilities

Lesmurdie Senior High School teachers will take the above principles into consideration when **assessing achievement** of WA curriculum.

For Years 7, 8 and 9, teachers will:

- publicise a subject and assessment outline for each subject including required content, tasks, assessment dates and weightings
- monitor and assess individual student achievement as per the above principles
- develop and administer assessments in relation to the WA Curriculum standards and for Languages, the Curriculum Framework
- ensure that assessments enable all students to demonstrate achievement in relation to the year level standards (e.g. using differentiation)
- develop and use processes such as common tasks and moderation to ensure valid and reliable judgements across all classes in relation to the year level standards
- administer and disseminate prescribed national and state wide assessments as required (e.g. NAPLAN), and provide opportunity for discussion of the data
- use data from sources such as NAPLAN or SAIS to inform teacher judgements/planning
- provide individual students with feedback on their learning through the use of written or verbal comments/marks on assessments, and clear, transparent marking keys and criteria
- communicate with parent/carer about student progress through the CONNECT marks book, letters of concern or commendation, formal and informal parent/carer feedback opportunities and on individual parent/carer request
- provide information on how a student's achievement compares with the peer group at Lesmurdie Senior High School (e.g. by distribution and discussion of a task mark report)
- recognise and cater for individual learning needs through a differentiated or modified curriculum, taking into account specialist programs, learning difficulties, disability and individual documented plans
- submit final year grades of all subjects for all students in Years 7-9 as requested by SCSA.

Parent/Carer Responsibilities

Parent/carer form an integral part of the learning process for students. Lesmurdie Senior High School staff value the interest and support provided by parent/carer. In order to work together to achieve the best possible outcomes for each child at Lesmurdie Senior High School, we encourage parent/carer to:

- support your child to develop sound study habits, attend school on a regular basis and attempt all required work to the best of their ability
- follow the progress of your child through monitoring teaching and assessment information via CONNECT and/or attendance at informal and formal interview or teacher meeting opportunities
- contact the school as early as possible to discuss any concerns or circumstances that may impact your child's progress
- provide any required documentation to alert teachers to home situations that may impact learning and assessment (e.g. medical certificate, family issues, psychological report, holidays)
- attend parent/carer/teacher opportunities to discuss individual student progress.

Student Responsibilities

Lesmurdie Senior High School acknowledges and respects that our students are individuals with different needs, interests and abilities. Students are encouraged to take responsibility for their own learning by:

- discussing the learning and assessment documents and any concerns with their teacher
- attending all classes and attempting all required work and assessments to the best of their ability
- meeting all subject requirements and assessment timelines
- monitoring progress through teacher feedback, CONNECT marks, formal school reports and goal setting sessions
- maintaining a positive and respectful relationship with teachers and other students.

Assessment Processes

Teachers at Lesmurdie Senior High School recognise that there are times when students are unable to meet the assessment requirements due to a number of factors. This section outlines the processes that will be put in place in the following circumstances:

1. Late or non-submission of assessments

1.1 Negotiated change of assessment deadline or extension – where possible, teachers will negotiate assessment deadlines by discussing with the class and considering workload, complexity of the assessment and other subject deadlines that may clash.

If a student feels they cannot submit an assessment by the due date, they should discuss this with the teacher as soon as possible – it should not be left until the day the assessment is due unless there are unexpected circumstances such as sickness, injury or serious personal/family issues. Where the teacher considers there is an appropriate reason for an extension and there is evidence of progress on the assessment, the teacher may grant an extension.

1.2 Late submission of assessments or required tasks – without an approved extension, a penalty for late submissions will be applied at 10% per day of the mark awarded up to three (3) days late. After this time no mark will be awarded. A weekend is considered one day.

1.3 Non-submission of assessments or required tasks – if no work is submitted, a mark cannot be awarded. This may impact a student's final mark and grade. The teacher will alert the parent/carer via a letter of concern and if ongoing, a parent/carer and teacher meeting may be arranged.

2. Missed assessments

2.1 Absence from scheduled in-class assessment task – teachers will give prior notice of when class assessments are due. If a student is absent during a scheduled in-class assessment, they will only be permitted to complete a re-scheduled assessment when the teacher receives a legitimate reason for the absence. The parent/carer must explain the absence with a letter, /phone call or email and provide a medical certificate if relevant. If ongoing, a parent/carer and teacher meeting may be arranged.

2.2 Absence when an assessment is due to be submitted – students or parent/carer are required to contact the teacher if the student will be absent on the date an assessment is due to be handed in. The teacher will consider the circumstances and negotiate an alternate submission. If ongoing, a parent/carer and teacher meeting may be arranged.

2.3 Absence due to family holiday – While family time is valuable, it is important to note that taking students out of school during term reduces the amount of time available for learning.

Prior to the planned absences, students are asked to:

- negotiate any dates for completion and submission of assignments
- discuss possibility of alternate dates for tests and/or consequences of missing tests
- access CONNECT to enable regular contact, keep up to date with subject content and submit required work.

Lesmurdie Senior High School's Assessment policies state that where a student will be absent from scheduled assessments due to a family holiday:

- In line with the Department of Education guidelines parents are required to seek Principal authorisation at least two weeks prior to holiday departure
- The student must negotiate to complete and submit the assessment prior to holiday departure or email the assessment to the teacher by the due date
- Where the assessment is an invigilated task (conducted in class) the student must negotiate an alternate date within 5 school days prior to date of the scheduled assessment
- Assessments cannot be rescheduled upon return
- Where an assessment is unable to be undertaken or submitted by the due date the student may be allocated 0
- Decisions to accommodate alternate arrangements will be determined on an individual basis by the subject teacher and relevant Deputy Principal.

2.4 Late enrolment or change of subject - the teacher, HOLA/TIC and/or relevant Deputy Principal will determine the assessment adjustments required when a student changes subjects or enrolls part way through a subject.

3. Breaches of assessment protocols

All work submitted for assessment must be the work of the individual student unless group work has been nominated by the teacher as part of an assessment task. Copying another student's work or using electronic devices when not permitted (cheating), using another student's information for your own (collusion) or copying another person's ideas and words without acknowledging them (plagiarism) are dishonest behaviours that will gain unfair advantage in assessments.

Any suspicion that a student has been involved in cheating, colluding or plagiarising will be reported to the HOLA/TIC and/or relevant Deputy Principal who will discuss the issue with the student and notify parent/carer. The incident will be investigated to determine appropriate consequences. This may include:

- reducing or removing the mark awarded
- sitting an alternate test or assessment
- other consequences as determined by the investigating team.

Students requiring special consideration

Lesmurdie Senior High School is committed to the principles of inclusive schooling. Students with a diagnosed disability and/or an Individual Education Plan (IEP) will be given consideration following the Department of Education and SCSA guidelines. This may result in:

- modification of assessment tasks
- reduced content for learning and assessment
- additional time being provided to complete assessments
- other arrangements as determined by the HOLA/TIC and/or relevant Deputy Principal.

If you have any concerns about your child's learning please contact the relevant Deputy Principal as soon as possible to enable a support plan to be developed.

Formal Reporting of Lower School Student Achievement at Lesmurdie Senior High School

Reporting of Lower School student achievement at Lesmurdie Senior High School will follow the Department of Education Policy and SCSA requirements by:

- providing a **formal Progress Report** at the end of Term 1 with formal parent/carer and teacher interview opportunities as per the school calendar. The Progress Report will include:
 - a progress rating of 1-5 indicating academic progress to date
 - ratings of the attributes of attitude, behaviour and effort using consistently, often, sometimes or seldom.

- providing a **formal Semester One Report** in Week 10, Term 2 including:
 - a standard format report
 - accurate and objective assessment of progress and achievement
 - a grade A, B, C, D or E in relation to the WA achievement standards at that point in time for year-long subjects or a final grade for semester-long subjects
 - marks (where applicable) for subject achievement to date
 - a subject specific teacher comment
 - ratings of attitude, behaviour and effort using consistently, often, sometimes or seldom
 - school attendance percentage
 - a separate task mark report for each subject.

- providing a **formal Progress Report for Year 7 and 8 Semester Two subjects in Technologies and The Arts only** in Week 7 of Term 3. The Progress Report will include:
 - a progress rating of 1-5 indicating academic progress to date
 - ratings of attitude, behaviour and effort using consistently, often, sometimes or seldom.

- providing a **formal Semester Two Report** in Week 10, Term 4 including:
 - a standard format report
 - accurate and objective assessment of progress and achievement
 - a final grade A, B, C, D or E in relation to the WA achievement standards
 - marks (where applicable) for final subject achievement
 - ratings of attitude, behaviour and effort using consistently, often, sometimes or seldom
 - school attendance percentage
 - a task mark report for each subject.