



Lower School Assessment and Reporting Policy Years 7-10

Wanneroo Secondary College has high expectations of our Year 7 to 10 student cohort. By introducing the Lower School Assessment Policy to all students from Year 7, it is expected that by senior school, students will be taking full responsibility for their learning and achievement of success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. The Wanneroo Secondary College Lower School Assessment and Reporting Policy Year 7 to 10 can be found on the school website and on Connect in our Policies folder. Students can access this policy on the Shared Drive under the Student - Get Work folder. Parents can request a copy of our policies by contacting the Front Office.

Assessment is the process of gathering information about students and their learning and making judgments on achievement using the data gathered. Students will complete a combination of tests, in class invigilated assessments and take home assessments. Courses including practical components may also include:

- Design brief completion – woodwork table, food presentation
- Performances – dance, drama, music
- Demonstrations – sporting context

Reporting is the process of communicating the outcomes of assessments to parents and students. Assessment procedures must therefore be fair, valid, reliable and inclusive and specifically reflect School Curriculum and Standards Authority Assessment Principles.

Students will receive an Interim Progress Report in Term 1. Parent Nights will be held in term 1 and 2.

End of Semester reports will be emailed to parents and guardians and a hard copy handed to the student at the end of Semester 2 and 4.

Students will receive one grade (A-E) as a minimum for each course except for those students on agreed Documented Plans.

Semester One reports reflect the grade that the student has achieved in Semester One. Semester Two reports reflect the grade that a student has achieved for the course over the whole year.

Teacher Responsibilities

1. At the start of a term/semester, provide students with a course and assessment outline and go through the Lower School Assessment Policy with all classes.
2. Upload the teaching/learning program on to Connect for parents by the end of **Week 2 of each term or semester** as appropriate.
3. Provide students with timely feedback on achievement (maximum two weeks).
4. Inform students and parents of academic progress in a timely fashion as appropriate. Contact to be made by email or telephone and must be recorded on SEQTA.

Student Responsibilities

1. Maintain good attendance – 95% or above.
2. Complete and submit assessments on time.
3. With the assistance of parents, initiate contact with teachers concerning absences, missed assessments, extension requests or any other issues pertaining to assessments.

Parent Communication

Where possible and practical, notification of absence in advance (pre-planned holiday, specialist medical appointments, sporting etc) is preferred in writing and with accompanying evidence.

Students with special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus. Standards must be applied in the same way for all students and so if a teacher considers a student with special educational needs may not complete all content/assessment tasks for a course, the student and parent must be notified. Special Education Needs (SEN) reporting will be implemented where necessary and teachers and parents will be notified.

Supporting Documentation and Reference Sources

1. DOE WA: Pre-primary to Year 10: Teaching, Assessing and Reporting Policy
2. DOE WA: Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting
3. DOE WA: Notional Time Allocation Guidelines: Pre-primary to Year 10
4. School Curriculum and Standards Authority website: <http://www.scsa.wa.edu.au>