



**ST DOMINIC'S
PRIORY COLLEGE**





EDUCATING GIRLS, INSPIRING CONFIDENCE

ASSESSMENT AND REPORTING POLICY

RECEPTION – YEAR 12

Last Review Date	Next Review Date
Feb 2023	Feb 2025

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We acknowledge St Dominic's Priory College is situated on Kaurna Land and we pay our respects to Elders past, present and future.



PURPOSE

This policy is designed to inform parents/guardians, students and teachers about the procedures that are in place to promote student learning and to record student progress in Years R -12.

RATIONALE

The vision statement of St Dominic's Priory College highlights:

"We aspire to provide an innovative, rigorous and inclusive education that leads girls and young women to achieve excellence in their studies and confidence in their future."

At St Dominic's Priory College, assessment and reporting processes assist students to come to know themselves as learners, being able to identify their strengths, areas for development in knowledge, skills and understanding, and develop action plans to further progress in their learning.

Teaching, learning, assessment and reporting are all linked. The purpose of assessment is to gather and analyse information in order to make judgments about students' learning. Assessment focuses on the connections students make in their learning and in the development of their skills, knowledge and understanding. The purpose of reporting is to inform students, parent/guardians and other stakeholders about the progress of an individual, at a point in time.

St Dominic's Priory College believes that learning is complex, continuous and developmental and that the rate of learning depends on the learner, their preferred learning style and degree of motivation. This is consistent with the Australian Curriculum (AC) and the South Australian Certificate of Education (SACE) philosophies, where the focus of learning programs is on the student as a learner.

PRINCIPLES

1. Opportunities are provided for all students to participate in a planned learning and teaching program based on the AC and SACE Frameworks which respond to each student's needs, interests, prior experiences and achievements.
2. Assessment is an integral part of teaching and learning and is planned, continuous and consistent. Assessment procedures aim to reflect current practices.
3. Effective assessment and reporting of student achievement requires a coordinated whole school approach. Where more than one teacher teaches a subject at a given year level, standardisation of assessment levels occurs.
4. Effective assessment and reporting practices are inclusive and equitable.

ASSESSMENT PRACTICES

TEACHERS ARE RESPONSIBLE FOR:

- using performance standards based upon Australian Curriculum achievements standards to assess student work in Reception to Year 10
- using SACE performance standards to assess work completed in Stage 1 and Stage 2 subjects
- using both formative assessment (to enhance learning) and summative assessment (to assess achievement levels)
- ensuring that all tasks are designed to enable students to develop higher order thinking skills and conceptual understanding. Student reflection and metacognition are essential components of this process
- using a range of assessment strategies which may include: assignments, tests, journals, essays, portfolios, projects, artwork, practical work, performances, reports, self-assessment, peer assessment, checklists, oral presentations and teacher observations
- involving students actively in all stages of the learning process, including assessment
- providing due dates and check points for long term assessment
- providing extensions for bona fide reasons as outlined below. The length of the extension should not disadvantage other students
- ensuring formative assessment is carried out during the teaching and learning process to provide feedback to students and to teachers. Teachers may provide feedback on one draft. Refer to the St Dominic's Priory College 'Feedback for Learning Policy'.
- providing reasonable adjustments through curriculum differentiation to allow students to access the curriculum. Refer to the St Dominic's Priory College 'Inclusive Education Policy'.
- marking and returning work promptly
- providing students with the opportunity to be assessed against Australian Curriculum achievement standards and SACE performance standards as per the course requirements
- standardising work, where more than one teacher is teaching the subject in a specific year level
- planning assessments collaboratively to ensure consistent understanding of the criteria
- developing Learning and Assessment Plans (LAPs) in accordance with SACE requirements and Unit outlines for Australian Curriculum Reception to Year 10
- providing assessment information to students and parents via SEQTA Learn/Engage.

Creating Australian Curriculum programs which will include:

- the broad category of the assessment tasks required (eg practical report, product design, essay, performance, directed test)
- the timing of the task
- the achievement standards for the assessment tasks for which teachers will use task specific clarifications to assess

SACE Learning and Assessment Plans which will include the following:

- description of the assessment tasks and their type
- timing and weighting of assessment tasks
- the performance standards of each task will be identified.

STUDENTS ARE RESPONSIBLE FOR:

- completing every task to the best of their ability
- submitting all summative assessment items by the stipulated due date
- managing their time effectively to meet deadlines. If a student has a bona fide reason for not being able to complete a task by the due date, she must complete an application for extension form (Appendix A) and discuss this with their subject teacher at least one full school day (Australian Curriculum students) and two full school days (SACE students) before the due date
- providing a medical certificate, if an extension is required on medical grounds, for summative tasks (SACE students only)
- providing an explanatory note from a parent/guardian, if an extension is required for an extenuating reason, on the day an assessment item is due
- ensuring that work is saved and backed up in more than one location. Failure to do this may mean an extension will not be granted. In keeping with the 'Responsible Use of Technology policy', students must always keep back-ups and hard copies of any drafts. In the event of a computer malfunction, students should hand up the latest draft by the due date and an accompanying letter of explanation from the parent/guardian
- submitting an assessment item on return to school, if absent on the due date, regardless of whether or not there is a lesson scheduled for the day
- completing a missed task done under supervision at a time determined by the teacher. However, if too long a time period has elapsed, the teacher may, at his/her discretion, use other evidence for assessment purposes
- completing work missed due to absence.

Bona fide reasons for extension are:

1. Illness
2. Family / personal trauma
3. Technological failure that prevents the task from being retrieved. This must be verified.
4. Other authorised absences e.g.: commitment to representative teams / exchange visits etc.

PARENTS / GUARDIANS ARE RESPONSIBLE FOR:

- providing a suitable work space for the completion of homework and assessment tasks
- encouraging their daughter(s) to use the College Planner to plan for completion of work by the due date
- encouraging their daughter(s) to be proactive when absent by contacting the teacher, and/or peers, to enquire about work missed
- ensuring their daughter(s) attend school regularly
- following their daughter's progress using SEQTA Engage.

NON-SUBMISSION OF WORK

St Dominic's Priory College is a community of learning excellence. Within relationships of high support and high challenge, students are encouraged to have agency in their learning. The work completion and submission process supports the partnership between students and teachers to manage the natural cycles of learning and assessment. When work is not complete the process below is followed.

NOTE: For Year 7 students, process implementation begins in Semester 2, with education of the policy occurring during Semester 1.

Step 1: Conversation

The Subject Teacher has a conversation with the student to clarify why the work has not been completed or submitted and why an extension was not sought.

Step 2: Resolution

In keeping with the year level, the nature of the assessment type and the student's individual profile, the Subject Teacher and the student work together, in consultation with the Year Level Coordinator, to resolve the situation.

If there is no valid reason for non-submission:

- work that has been completed is used for the final assessment (i.e. draft, partially completed task)

If there is valid reason for non-submission:

- An agreed time extension. Tests completed at the first opportunity.
- An alternative task
- An alternative mode of presenting evidence of learning

Step 3: Communication

The teacher will send a notification to parents/guardians, the Home Class teacher and Year Level Coordinator/Junior School Curriculum Coordinator outlining the agreed solution, clearly highlighting the negotiated due date.

Step 4: Follow Up

If the student does not meet the negotiated due date, the assessment is closed.

The Subject Teacher can assess any evidence of learning they have such as drafts, observations and conversations.

If there is no evidence of learning, an E Grade may be derived. In this situation the Subject Teacher communicates this through a SEQTA Academic Notification to the following:

- Parents
- Home Class teacher and College Counsellor
- Relevant Year Level Coordinator/ Junior School Curriculum Coordinator
- Director of Teaching & Learning and where relevant Deputy Principal.

ABSENCES

ABSENCE FROM TESTS OR TASKS COMPLETED UNDER SUPERVISION

If a student misses a summative test due to medical reasons, a Medical Certificate or other acceptable documentation is needed. Where there are other compassionate reasons for the absence, an explanatory note from a parent/guardian must be presented. Usually a missed test will be completed on the day the student returns to school or at a time determined by the subject teacher.

ABSENCE FROM EXAMINATIONS

The Year Level Coordinator should be contacted as soon as it is known that a student is too ill to sit an examination. A medical certificate is required in these circumstances. Where possible for school-based examinations, an opportunity will be given for the student to sit the examination at a negotiated time.

It is not possible to sit a Stage Two SACE external examination at another time. The SACE Coordinator should be contacted immediately to complete the necessary procedure.

EXTENDED ABSENCE AND ASSESSMENT YEAR 10 AND 11

Extended absence may impact a student's ability to successfully complete assessment requirements and as a consequence meet the learning requirements necessary for success in a particular subject in future years. Where absence is due to medical reasons, the school will work with the student and family to determine a course of action.

In the case of a planned absence parents must request an 'Application for Exemption from School' form from the Principal. While teachers may advise students about work that will be missed, individual tuition will not be provided.

REPORTING PRACTICES

RECEPTION TO YEAR 5

At the end of each term a portfolio of student work will be released to parents, including a variety of work samples and assessment tasks from all learning areas.

Formal reports will be communicated via SEQTA at the end of Terms 2 and 4

Learning Conversations are held twice a year to discuss individual student progress. The first meeting is designed for all parents to attend to meet with staff to discuss progress. The second meeting is by request of parents and/or teachers.

For students in Reception to Year 3 examples of students work and experiences will also be uploaded to Seesaw. This will form part of the continuous assessment process.

YEAR 6 - 10

- Parents will receive a formal report twice a year, at the end of Term 2 and 4, via SEQTA.
- Term 2 reports will provide a progressive level of achievement from A to E for year-long subjects and an overall grade for Semester subjects.
- Term 4 reports will provide an overall level of achievement from A to E for both Semester 2 and full year subjects.

- Terms 2 and 4 reports will also include a descriptor for Academic Engagement and Personal Responsibility.

Learning Conversations are held twice a year to discuss individual student progress. The first meeting is designed for all parents to attend to meet with staff to discuss progress. The primary purpose of the second meeting is for parents to discuss their daughter's progress; or for the purpose of seeking advice regarding subject selection for the following year.

SACE

For Year 12 students, Learning Conversations will also be held twice a year (as above).

SACE Stage 1 students will receive a summative grade at the end of each semester that records their achievement from A to E for each subject.

At the end of Semester 1, SACE Stage 2 students will receive progress grades ranging from A+ to E- which are indicative of school-based performance. The final grade is determined by the SACE Board after the 30% external assessment is incorporated and the moderation process has taken place.

SACE recognises Community Based Learning for which students may gain SACE credits.

Students have the opportunity to study Vocational Education and Training (VET) courses which are externally assessed and may earn SACE credits.

APPLICATION FOR EXTENSION



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Students are reminded that applications for extension are considered on the basis of circumstances and evidence of work completed. It is not an automatic extension. Applications must be sought prior to the due date except in unforeseen circumstances. All applications must be signed by a parent/guardian.

Bona fide reasons for extension include illness, impairment [e.g. broken arm], or personal circumstances [e.g. family responsibilities, cultural obligations]. Holidays during term time, part time work, the playing of sport; matters of choice are not automatic grounds for an extension.

NAME OF STUDENT:

HOME CLASS:

SUBJECT:

TEACHER:

TASK TYPE: *[eg test, folio, assignment]*

DATE OF THIS APPLICATION:

ORIGINAL DUE DATE:

REASON[S] FOR SEEKING EXTENSION:

If relevant, is this application supported with medical certification? YES / NO

PARENT / GUARDIAN SIGNATURE:

DATE:

OUTCOME OF APPLICATION:

- If application is granted, please specify new due date. _____
As a guide, the length of an extension will be commensurate with the length of the disruption.
- If application is not granted, please outline why.

TEACHER'S SIGNATURE:

DATE:

A copy of the Application for Extension form must be forwarded to the Year Level Coordinator.

NB: In the event of a student frequently seeking extensions, the Home Class Teacher and Year Level Coordinator will make a time to meet with the student to discuss progress.