



CURRICULUM, ASSESSMENT & REPORTING POLICY YEARS 7 to 10

Halls Head College's Lower School Curriculum, Assessment and Reporting Policy adheres to the Western Australia Curriculum and Assessment Outline (the Outline) as required by the School Curriculum and Standards Authority (SCSA – The Authority).

To meet the learning needs of all students as required by the Department of Education Western Australia and The Authority, Halls Head College will implement the Western Australian Curriculum and Assessment Outline in Years 7-10. The Outline sets out the mandated knowledge, understandings, skills, values, and attitudes students are expected to acquire in the eight learning areas identified in the Alice Springs (Mparntwe) Education Declaration (2019), Principles of Learning, Teaching and Assessment, expected standards of achievement, and requirements for reporting on student achievement. The eight Learning areas are listed as:

- **Mathematics** - compulsory study Years 7-10
- **English** – compulsory study Years 7-10
- **Science** - compulsory study Years 7-10
- **Humanities and Social Science (HaSS)** - compulsory study Years 7-10
(the above subjects are collectively called MESH)
- **Health and Physical Education (HPE)** - compulsory study Years 7-10
- **Languages** - compulsory study Year 7 (and Year 8, 2023); electives for Years 9-10
- **Technologies** - compulsory study Years 7-8; electives for Years 9-10
- **The Arts** - compulsory study Years 7-8; electives for Years 9-10

Curriculum will be delivered according to the Principles of Teaching and Learning with all Assessments adhering to the Principles of Assessment. Teachers will provide Year 7 Students with an Overview for their Learning each Term. For Years 8-10, students will be provided with a Course and Assessment Outline.

The Principles of Teaching and Learning focus on the provision of a school and class environment that is intellectually, socially, and physically supportive of learning. These Principles provide:

- opportunity to learn - learning experiences should enable students to observe and practice 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.

Assessments should:

- be an integral part of Teaching and Learning.
- be educative.
- be fair.
- be designed to meet their specific purposes.
- lead to informative reporting.
- lead to school-wide evaluation processes.

The Halls Head College Lower School Curriculum, Assessment and Reporting Policy Year 7 to 10 will be discussed with students during the first week of the year. Science (Years 7-8) and HaSS (Years 9-10) will discuss the Policy with students during their lessons. The Policy can be found on the College Website - <https://hallsheadcollege.wa.edu.au/>.

Any revisions throughout the year will be discussed with students with the new version uploaded to the College Website.

Halls Head College encourages all our students to take responsibility for their learning and to have high expectations for their own success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program, embracing our College Motto, '**Learning for Life**'.

1. Curriculum

Halls Head College will implement the Western Australian Curriculum in all areas in accordance with the Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting and the Principles of Learning, Teaching and Assessment detailed within the Outline as required by the implementation timeline set out by the Authority.

For some students, differentiation of the curriculum may be required to cater for their individual learning needs. If there is a legitimate reason for a student to be following a modified curriculum, the College will negotiate any variation to the Western Australian Curriculum with the student's parents/guardians/carers and document any decisions made in the form of an Individual Education Plan (IEP).

The College will seek the Authority's approval for an alternative curriculum offering.

2. Assessment

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. This includes national and state-wide assessments such as NAPLAN and OLNA.



The College will:

- monitor and assess individual student achievement referring to the Principles of Learning, Teaching and Assessment detailed within the Outline.
- develop and administer assessments in relation to the content of the Western Australian curriculum.
- ensure that assessments enable all students to demonstrate their knowledge, understandings, and skills in relation to the year-level achievement standard.
- ensure each assessment will be clearly understood (i.e., what the student needs to do, often indicating the steps involved for extended tasks). A marking key, answer key, or rubric will also be provided.
- develop processes to support all teachers in making valid, fair, and reliable judgements.
- use data from prescribed national and state-wide assessments to inform teacher judgements about student achievement.
- use information from the delivery of formative and summative assessments and on balance judgements against descriptors when assigning a grade at the completion of a subject.
- use assessment procedures that are fair, valid, reliable, and inclusive. Note: The Authority's Achievement Standards describe the attributes of C-Grade student performance to be demonstrated at the end of the year. The Authority's Judging Standards and annotated student work samples identify the level of performance required for each grade (A-E) in all Learning Areas. It is expected that the Achievement Standard will be demonstrated by students and thereby observed by teachers in both formative and summative assessments.

3. Reporting

Reporting is the process of communicating the outcomes of learning and assessments to parents/guardians/carers and students. Formal Reports will be issued at the end of Semester One and Semester Two each year. The College will:

- formally report (unless advised otherwise by the Authority any changes to this process) on student achievement using letter grades (based on the achievement descriptors), a comment and completed ABEs - attitude, behaviour, and effort (ABEs) in relation to the General Capabilities.

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

- provide informal communication of progress throughout the year.
- when requested from the student's parents/guardians/carers, provide information on how a student's achievement compares against the student's year group at the College.
- disseminate to parents/carers the reports from national and state-wide assessments (such as OLNA and NAPLAN).



- submit to the Authority at the end of Semester Two achievement descriptors/grades for individual Year 7 to 10 students.
- include on the formal report any additional information the College considers relevant.

Please note: The achievement standards describe the expected achievement for students who have been taught the curriculum content for each student's full year of schooling. Therefore, for Semester One Reports, teachers will make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, considering the curriculum that has been taught and assessed at that point in time. Thus, students demonstrating excellent achievement at that point in time are allocated an 'A' grade or 'Excellent' achievement, and students demonstrating satisfactory achievement are allocated a 'C' grade or 'Satisfactory' achievement.

If there is a legitimate reason for a student to be following a modified curriculum - in consultation with parents/guardians/carers, the College will report on a student's progress/achievement in terms of the modified curriculum.

4. Student Responsibilities

Halls Head College 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 their learning and assessments and any concerns with their teacher.
- attempting all required work and assessments to the best of their ability.
- meeting all subject requirements and assessment checklist points.
- monitoring progress through teacher and peer feedback, CONNECT end of assessment notifications, formal school reports and goal setting sessions.
- maintaining a positive and respectful relationship with teachers and other students.
- maintaining an acceptable record of attendance (it is recommended students have no more than 10% unauthorised absences as per the Good Standing Policy), conduct and progress.
- initiate (with the assistance of parents/guardians/carers) contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment. This contact must be made prior to the due date of any assessments.
- ensure all marked assessment items are returned to the teacher once reviewed.

5. Teacher Responsibilities

Halls Head College Teachers will take the Principles for Teaching, Learning and Assessment and the General Capabilities into consideration when teaching and assessing achievement of the Western Australian Curriculum.

During the year, teachers will:

- communicate any adjustment of the Overview or the Outlines to students if required.
- check SEQTA and RTP (Reporting to Parents) including OLN and NAPLAN information for required Student Learning Adjustments and plan for this in their teaching with information uploaded as it becomes available to SEQTA.
- For Years 8-10, place the Assessment Outline on Reporting to Parents (RTP) in readiness for assessment data to be entered – this should be completed by the end of the first week



for each Term. For Year 7, as each project or assessment tasks are completed this will be recorded in RTP using a grading and/or numbered system.

- ensure judging standards are used to support teachers when reporting against the achievement standards.
- ensure that assessments enable all students to demonstrate achievement in relation to the year level standards (e.g., using differentiation).
- recognise and cater for individual learning needs through a differentiated or modified curriculum, considering specialist programs, learning difficulties, disability, and individual documented plans.
- 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.
- provide students with timely feedback on achievement (no more than a two week turn-around). This may include marking of drafts with provision of adequate feedback for improvement, rubrics provided before assessments, score keys and marking guides to provide fine grained evidence of learning and feedback, and to assist a student understand where improvement is required in the future.
- maintain accurate records of student achievement and assessment, both practical and theory, through the marks book function of the RTP facility and meet College and external timeframes for assessment and reporting.
- for all Learning Areas, provide a subject comment, complete ABEs and assign a grade at the end of each semester. Students completing Personal Interest Projects will be provided with information regarding their progress from the class teacher – this will be relayed to parents through the class teacher.
- Inform students and parents of academic progress in a timely fashion as appropriate. Contact may be made by either email (using the 'Letter of Concern' or 'Letter of Commendation' templates available in SEQTA), or telephone with a record of the conversation made on SEQTA. This may include:
 - a) failure to submit or complete a task on time.
 - b) any student who is deemed unlikely to achieve a grade C or better in their Semester Report.
 - c) any child who has improved significantly or achieved outstanding results.
- use data from sources such as NAPLAN, OLNA, or SAIS to inform teacher judgements/planning.
- submit final year grades of all subjects for all students in Years 7-10 as requested by The Authority.

6. Parent/Carer Responsibilities

Parents/Carers form an integral part of the learning process for students. Halls Head College staff value the interest and support provided by parents/carers. In order to work together to achieve the best possible outcomes for each child, we encourage parents/carers 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 College 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.

7. Assessment Processes

Scheduled Assessment Tasks and Student Absences

Teachers at Halls Head College recognise that there are times when students are unable to meet the assessment requirements due to a number of factors.

An absence from a scheduled assessment task (including tests and examinations) must be explained by one of the following:

- Medical certificate. Or,
- Email from parent/guardian to the class teacher providing a satisfactory reason for the absence.

Satisfactory explanation of the absence may enable the student to complete that assessment task after the due date, or where possible, be issued with a similar task to complete. Wherever possible, advance notification to the class teacher of an absence is required. If a student is absent on the due date for the submission of an assessment item, it is the responsibility of the student to plan for submission and/or discuss alternative arrangements to sit the assessment.

In cases where a student is unable to attend school to complete a specially scheduled assessment task such as a performance or group assessment or test/examination, and an acceptable explanation is received by the Head of Learning Area (HoLA), if appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue and time.

Where a student is unable to attend school for a lengthy period due to injury or illness, the College will endeavour to provide support to the student's learning program. Holidays taken during each school Term are not acceptable reasons for non-completion of assessment tasks.

Non-Completion and/or late submission of assessment requirements

Students will be provided with an opportunity to present evidence supporting their reason for not completing or not submitting an assessment task by the due date. The teacher and HoLA will decide whether or not the reason for non-completion or late submission is acceptable and will apply an appropriate strategy.

Strategies for non-completion or late submission of work may include:

- providing opportunities for the student to complete set work (after consultation with the HoLA) during recess, lunchtimes or electronically via CONNECT.
- monitoring a students' progress on the assessment prior to submission and discussing skills and strategies to finish the work on time.
- reviewing – in consultation with the student - whether the student requires extra support prior to assessment due date.
- modifying the assessment or providing alternative questions or assessments (after consultation with the HoLA).



If a student has been provided with the opportunity to complete the assessment requirements for a subject but does not use the opportunity, a valid judgment on the learning outcome may not be possible. As a last resort, teachers may gather evidence, if available, such as class work, drafts, or formative assessments so that students can be marked based on their knowledge of outcomes.

Extensions for Project Based or Extended Assessments

There are instances when assessments or projects have several components and are completed by the students over a period of time (both in and out of class time). Each component may have a due date before the final submission of all work. In this instance:

- students will be required to submit work before the final due date for assessment for the purpose of receiving effective feedback on work completed to date.
- a student may apply (prior to the due date) to the class teacher for an extension. Any extensions granted will be at the discretion of the teacher and will be recorded in the teacher's records.

8. Cheating, Collusion and Plagiarism

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 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/grade awarded
- sitting an alternate assessment.

9. Examinations and Testing Periods

When attending examinations and final tests, students must adhere to the exam/test regulations.

HoLAs may choose to set separate exams/tests for students with particular educational needs.

If a student does not attend an examination through sickness, a medical certificate, or a note with a reasonable explanation for absence must be provided. If practical, and in consultation with the HoLA, students may be permitted to sit the exam/test or assessment task at another time. If this is not possible or there is an extended absence, their school assessment mark will be based on the remaining completed work to make a valid judgment for a final grade.

10. Students with Special Needs/Learning Adjustments

Halls Head College is committed to the principles of inclusive schooling. The College will ensure that students with special needs are catered for in an appropriate way and in accordance with Department of Education 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.

If you have any concerns about your child's learning, please contact the relevant Student Services Year Coordinator as soon as possible to enable a support plan to be developed.

11. Homework & Study

Study is independent work students do to improve or reinforce their learning. Homework is tasks provided to be completed at home for readiness for the student's next lesson. Homework is used to reinforce contents and/or skills used learnt by the student in their previous lesson(s).

Students should be encouraged to study regularly to ensure they consolidate their learning.

Prior to examinations/tests students should be encouraged to establish a study timetable to prepare.