



SETON CATHOLIC COLLEGE | every interaction matters

ASSESSMENT AND REPORTING PROCEDURES – YEAR 7 & 8

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Aim

Assessment of student performance is an integral part of the teaching/learning process and a means of fulfilling statutory reporting requirements.

Assessment of student performance will be undertaken by means that are fair, equitable and transparent, and in accordance with the Curriculum and Assessment Outline for Year 7 and 8.

Sources of Authority	
CECWA Policy	Education
Executive Directive	Curriculum Assessment and Reporting

Scope

Year 7 and 8

Procedures

Assessment Information Provided to Students

Course Information

At the beginning of the course/unit the course teacher will provide the students with:

- The syllabus for the course unit/s
- A course outline which summarises the sequence and timing of delivery or a teaching and learning program
- The assessment outline for the course unit/s

Completion of Assessments

Completing Assessments

It is expected that all assessments within a course are completed by students to the best of their ability.

Non-Completion of Assessments

If a student is unable to complete an assessment as part of the learning program the student must have approval to not complete the task. This will be determined by the subject teacher and/or Head of Learning Area and assessed on a situational basis.

Absent on Assessment Day

A student who is absent on the day of an in-class assessment will be required to complete the task on their return to school at a time determined by the Subject Teacher and/or Head of Learning Area.

Deadlines for Assessment

Any request for variation to the prescribed deadline must be discussed prior to the due date and approved by the subject teacher and/or Head of Learning Area.

Penalties for Late Submission of Assessments

At the discretion of the Subject Teacher and/or Head of Learning Area the following will apply to students who do not complete assessments. The aim in Year 7 and 8 is to ensure that the assessment is completed properly.

- a. Parents will be notified via a SETQA message of a new deadline, arranged between teacher and student.
- b. If not completed by this new deadline an email will be sent to the parents notifying them of the issue. The student must complete the assessment outside of class time at a time arranged by the teacher.

Modifications, Adjustments to & Alternative Tasks

Modifications/Adjustments

Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task will be provided with special considerations and/or arrangements where applicable. Any modifications or adjustments to assessment tasks must be supported through:

- a. A CAP or IEP.
- b. Approval of either the subject teacher or Head of Learning Area.

Grading

Procedures

Procedures consistent with the SCSA guidelines will be employed to ensure:

- a. Out of class assessments are authenticated.
- b. Individual performance on a group task is monitored and authenticated.
- c. There is comparability in assessment procedures for different classes.
- d. It is not possible for a student or group of students to gain prior access to an assessment task.

Procedures if Grading/Assessment is affected by a Catastrophic Event

If the assessment of individual students or group of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) commonly accepted practice will be:

- a. Based on the completed assessment tasks, the teacher of the subject in consultation with the Head of Learning Area makes a professional judgement of the performance of the students affected by the event.
- b. The assessment outline may be modified where additional assessment tasks are required to enable this professional judgement.
- c. The school will inform the students and parents/guardians of any changes to assessment outlines which will change how their achievement will be determined.
- d. Any student unable to attend school in any circumstance related to COVID-19, who meets the College Assessment Procedure for absence, will not be penalised for late submission of assessments.
- e. Invigilated assessments will be undertaken at an appropriate time on student/s; return to school.

Unacceptable Behaviour

Cheating and Other Unacceptable Behaviour in a Test

A score of zero will be recorded in cases of cheating in a test or examination. Unacceptable behaviour during a test or examination will result in sanctions at the discretion of the Head of Learning Area and/or Deputy Principal of Teaching and Learning.

Academic Integrity

Sanctions will be applied at the discretion of the subject teacher and/or Head of Learning Area for:

- a. Any student who plagiarises work (copying material from other sources, which includes but is not limited to, AI generated text).
- b. Any student who allows his/her work to be copied (either in part or whole) by another student.

Reporting

Interim, Semester and Full Year Reports

Parents receive an interim report for their student at the end of Term One. This report contains attributes for all subjects and Pastoral Care Group.

Parents receive a report with grades (A-E) for all subjects at the end of each Semester. To ensure that grades between courses, subjects and schools are comparable the report contains a grade against State-wide achievement standards for English, Humanities and Social Sciences, Science and Mathematics. The report also contains a grade for each student for each course.

A grade distribution is provided on each report for each subject a student undertakes in the Semester. Each subject reports on effort and attitude/behaviour as per SCSA requirements. Each subject will also report on two course specific skills.

The Pastoral Care report contains an indication of how students have demonstrated the College values: Respect, Inclusion, Service and Excellence (RISE) along with Uniform and Presentation (RISE UP). Students and parents will also be provided information as to what activities (extra-curricular) students have been involved in each Semester.

The Semester One report is a progress report halfway through the academic year. The Semester Two report is a full year report for each subject. These reports are sent electronically via the SEQTA platform.

Authorised by:	Chris Wallace - Principal
Last Review Date:	28 February 2023
Next Review Due:	28 February 2024