



Assessment and Reporting Procedure

Our Values: Curious Connected Learners, shape the Shirley Smith Way of Being and underpin how we relate to each other and our environment, how we respond to the aspirations of our community, and how we design our learning. All of our procedures, including our Assessment and Reporting Procedure reflect this.

Rationale

Assessment practices have a powerful impact on learning and teaching. The primary purpose of assessment is to enhance learning and to enable the reporting of students' achievement. At Shirley Smith High School assessment is conducted in all subjects studied throughout the year. Assessment of student progress is based on multiple kinds and sources of evidence.

Supporting Information

The term 'assessment' covers items of student produced work or tasks such as: tests, assignments, essays, reports, practical work, class work and exercises, book work, performances, speeches, seminars and oral and physical presentations.

At Shirley Smith High School:

- Assessment uses both summative and formative evaluation to monitor each student's progress
- There are multiple opportunities for students to demonstrate their learning and particularly the achievement standards for Australian Curriculum
- Assessment tasks are authentic and reflect what has been taught and assess the achievement standards
- Diagnostic and Formative assessment is used as feedback for staff and students on progress and planning for future learning experiences
- Rubrics are used to support criterion based assessment
- There is moderation of assessment tasks not only within the faculty but also across the school, in the North Gungahlin network and/or ACT school system as well as ACARA work samples

Students are assessed according to the degree to which they achieve in relation to learning outcomes, which are developed based on the achievement standards and content specified in the Australian Curriculum (or ACT Curriculum Framework, as applicable).

Unit outlines and semester overviews

Within the first three weeks of each semester, all students will be issued with unit outlines for each subject. These documents will clearly document the assessment outcomes for the unit, assessment tasks, and a guide to the week the item is due. Students in years 7 will also receive term overview placemats to support family's understanding and support of their students' learning. These documents will be distributed through the Google Classroom and will also be made available on the school website.



Extensions

The development of organisational skills and the ability to meet deadlines and manage work pressures are important life skills. Adequate time will be given for the completion of assessable work and it is expected that all work be completed by the set date. If students experience difficulties completing tasks they should negotiate an extension with the teacher prior to the due date. Lack of organisation or failure of technology is not a valid reason for an extension. Work will not be accepted late unless:

- The student is absent on the due date due to unforeseen circumstances or illness. In this case the work will be submitted on the student's return to school and accompanied by a note from the parent/carer with a medical certificate
- A written request from the student (with a parent/carer's endorsement) with the reason for the extension clearly stated is received before the due date

Late work

If an extension has not been negotiated with a teacher, student work will not be accepted 2 weeks after the due date and the work has been returned to students in the same cohort. Teachers will provide warnings to students when this is about to occur. This applies to all subjects and all year levels. If practical, within an assessment period, teachers may set a new task for a student if they have not submitted their work after 2 weeks has passed.

Review and appeals

Students have the right to seek a review of achievement grades and do so by following the procedures in the order listed:

1. Review of Results by class teacher - obtain an explanation of how the grade was determined
2. Review of Results by Faculty Executive Teacher (SLC) - if you are still concerned
3. Review of Results by Principal If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected within 2 days of issuing reports. This is the highest level of review for students in Years 7 and 8
4. Appeal to the Chief Executive - Students in Years 9 and 10 may subsequently request a System Level Appeal. Such an appeal may be made against particular assessments on the High School Record or against a decision not to award a 'Year 10 Certificate'. Appeals against the non-award of a 'Year 10 Certificate' should be made before the end of the school year

Reporting

Student reports are one way of communicating to all stakeholders about the assessment and monitoring of learning outcomes. The primary purpose of reporting is to improve and support learning, enabling stakeholders to contribute meaningfully to student learning in a mutually respectful, informed partnership.



Progress Reports are distributed at the end of Term one and three and are designed to give an early indication of progress and to alert stakeholders of any concerns. Teachers report on student's achievement and effort.

Achievement – Student's assessment results to this point, reported as:

Outstanding
High
At Standard
Partial
Limited

Effort – Student applying themselves to learning in the classroom, reported as:

Consistently
Usually
Sometimes
Rarely

Semester Reports are distributed at the end of terms two and four. Teachers report on the student's achievement against the achievement standards, specific to each subject. They are reported on a 5 point scale:

A - Outstanding
B - High
C- At Standard
D- Partial
E- Limited

Student capabilities for social awareness and social management, self awareness and self management as well as work habits are reported on using the following 4 point scale:

C- Consistently
U- Usually
S- Sometimes
R- Rarely

Status: A grade of Status (S) is awarded to students where unavoidable circumstances have prevented assessment for an A to E grade. The decision to award a Status grade is determined by the Principal in consultation with the Student Services and wellbeing team.

Modified programs / P-programs

Some students may have their program and assessment modified. A 'P' will appear next to the subject area of the report. The 'P' identifier indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.



Related documentation and legislation

The teaching and learning program at Shirley Smith High School is guided by the Australian Curriculum:

<http://www.acara.edu.au/curriculum>

Shirley Smith High School's Assessment and Reporting Policies and Procedures align with ACT Education Directorate policies: Reporting on Student Achievement and Progress to Students and Parents:

http://www.det.act.gov.au/teaching_and_learning/assessment_and_reporting/act_student_reporting

Year 10 Certificate and the appeals process:

https://www.education.act.gov.au/_data/assets/word_doc/0006/497400/Year-10-Certificate-and-the-appeals-process-brochure-2018.doc

Date Procedure was written	October 2023
Version	1
Date for review	2025
Author	Deputy Principal