



**KINGSWAY**  
CHRISTIAN COLLEGE

Cricos Provider #01855M

## COLLEGE POLICY

# ASSESSMENT AND REPORTING POLICY

VERSION

1.6

## Document and Version Management

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<b>1.6</b>	September 2020	Principal	Update of roles following restructure	November 2020

# ASSESSMENT & REPORTING POLICY

## REPORTING POLICY

The assessment and reporting of students' progress informs students and their families as well as providing a framework for review as outlined in other curriculum policies. The assessment must be firm and consistent and so adheres to clearly stipulated assessment policies. The reporting must be uniform, with scope to address the individual needs of students.

### **Assessment**

In the primary school teachers within the same year level work collaboratively to determine the assessment structures appropriate for their students, with guidance from the Dean of Primary. In the high school, assessment is conducted within a Learning Area and, as such, is under the supervision of the Head of Learning. Common assessments are set where appropriate and each Learning Area monitors the validity and security of their assessment program.

The Assessment Policy (see Page 4) governs the assessment of students in the secondary school. This is developed in consultation with staff and where required, is in line with the specifications set out by the School Curriculum and Standards Authority. The policy is distributed to students and parents, made available on the College website and referred to in daily practice at the College.

Students working under Individual Education Plans are provided with modified or replacement assessments as appropriate.

### **Reporting**

Communication with parents is a key factor in improving student learning. This is done informally through the teaching period and is also carried out through a number of formal reports.

### **Assessment Feedback**

In Years 3 to 12 all summative assessment results are available for parents to view through the learning management system, SEQTA Engage including anecdotal feedback. In Years 7 to 12 students also have the opportunity to view all results of assessments and have access to supporting curriculum documentation on SEQTA Learn. In this way, both parents and students are kept informed of assessment results as they occur.

### **Half and Full Colours**

Students in Years 7 to 12 are able to secure half or full academic colours as per the policy (see Appendix 1).

### **Semester Reports**

A formal report is uploaded into SEQTA Engage at the end of each semester. This report gives information about each subject studied by each student. Grades and marks are accompanied by

comments. Parent nights for all year groups are arranged following the Semester One reporting period to allow the discussion of student progress.

## **Primary School Assessment Policy**

The Primary school strives to achieve comparability between classes at each year level for assessments, and provides open and clear communication to parents on assessment dates and results through SEQTA.

We believe that assessment practices have a powerful impact on learning and teaching. The collection and interpretation of assessment data should be addressed and discussed widely within the whole school community. Developing a shared understanding of assessment enhances the validity and consistency of judgements about student learning which in turn facilitates improved learning and teaching. Resulting from this, teachers are able to report clearly to other teachers, parents, students, and the community.

The Primary school engages in Diagnostic, Formative and Summative Assessment process to gather data to inform ongoing teaching and learning. Classroom teachers work collaboratively within their year groups to plan formative and summative assessments. At the start of each term, parents are informed of assessment dates from Kindy to Year 6 classes, which can be viewed online as they occur.

### Testing Overview K-6 2020

Term	Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term 4 Previous year</b>	Language Advantage Screen	** New students to a year level will complete previous year's testing at the beginning of the new school year so that we can identify at risk or gifted students						
<b>At Risk Students</b>	Term 3 and 4 SOCS – Screen of Communication Skills		YARC*  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test  DIBELS**	YARC  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test  DIBELS	YARC  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test Star Reading - CRD DIBELS	YARC  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test Star Reading - CRD DIBELS	YARC  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test Star Reading - CRD DIBELS	YARC  Holborn Reading Test for fluency  Reading age below CA complete Nonword Decoding Test Star Reading - CRD DIBELS
<b>Term 1</b>	OT Screen	Language Advantage Screen	SWST Spelling Test	SWST Spelling Test	SWST Spelling Test	SWST Spelling Test	SWST Spelling Test	SWST Spelling Test
Start of year		On Entry Assessment	Holborn Reading Test	Holborn Reading Test	Star Reading A.R Holborn Reading Test	Star Reading A.R	Star Reading A.R	Star Reading A.R
Week 7	Brightpath – Oral Language	Mathematics Test	Mathematics Test	Mathematics Test	Mathematics Test	Mathematics Test	Mathematics Test	Mathematics Test
		Brightpath – Recount	Brightpath – Recount	Brightpath – Writing	Brightpath - Writing	Brightpath - Writing	Brightpath - Writing	Brightpath - Writing
				1 Min. Basic Maths Facts	1 Min. Basic Maths Facts	1 Min. Basic Maths Facts	1 Min. Basic Maths Facts	1 Min. Basic Maths Facts
					WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test
<b>Term 2</b>		Diana Rigg Comprehension		NAPLAN- Maths & Reading	NAPLAN	NAPLAN- Maths & Reading	NAPLAN	NAPLAN- Maths & Reading
<b>Term 3</b>		Diana Rigg Comprehension	Holborn Reading Test	Holborn Reading Test	Star Reading A.R	Star Reading A.R	Star Reading A.R	Star Reading A.R
Week 7			WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test	WTW Diagnostic Spelling Test
				A.G.A.T	A.G.A.T.	A.G.A.T.	A.G.A.T.	A.G.A.T.
<b>Term 4</b>								
<b>Each Semester</b>	Summative assessment tasks (English, Maths, Science, HASS, Technologies, Health/Phys. Ed, The Arts – Music, Drama & Visual Arts, Languages - French) with SEQTA Engage and Learn access Diagnostic, formative, summative tasks (English, Maths, Science, HASS) Portfolios (K-2) Work Samples (3-6)							
<b>Weekly</b>	Student work samples (Years K-6) Observations (Years K-6) Checklists (Years K-6) Anecdotal records (Years K-6)							

\* YARC – York Assessment of Reading for comprehension

\*\* DIBELS- Dynamic Indicators of Basic Early Literacy Skills

## **Plagiarism**

‘Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation’. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, however will be given the opportunity to redo the assessment.

## **Homework**

### **Kindergarten – Year 2** (10-12 minutes per day)

Generally, teachers will not set formal homework for these early years. All activities at home or play can assist children to develop knowledge and skills including literacy, numeracy and problem solving.

These are often done in the context of family activities including shopping, preparation of food, listening to stories, learning songs and nursery rhymes, discussion about what is happening at school, reading, library borrowing, family outings or collecting items.

**Kindy** Phonics activities weekly – non-compulsory

**Pre Primary** Phonics activities weekly – non-compulsory. Daily reading Semester 2 (10 minutes).

**Year 1** Reading log, sight words/spelling words – daily (10 minutes).

**Year 2** Reading log, sight words/spelling words – daily (10 minutes).

Maths revision – weekly (10 minutes).

**Year 3** Reading log, sight words/spelling words – daily (10-15 minutes).

One assignment per semester, theme based, class time given.

**Year 4** Reading log, spelling words daily (10-15 minutes). Learning Reflection Journal weekly.

Alternate weekly revision assignment Maths//English (20 minutes).

**Year 5 & 6** (30 to 60 minutes per day). Students should be reading for 20 to 30 minutes a day and a proportion of that should be with a parent, depending on the child’s capabilities. A reading log should be signed every day to show that this has happened. Spelling should be learnt weekly alongside memory verses and any set Language homework. This is the minimal homework set, on top of this; there may be finishing off/correcting/practices for tests.

Non-completion of homework is communicated to parents in the Primary years using Student Diaries.

## Lower Secondary School Assessment Policy

All secondary students will receive feedback on their assessments via SEQTA.

### School Years 7 to 10

At the start of each semester, students will receive a course outline for each subject, which details the following:

1. Details of the course/subject assessment structure
2. The type of assessments that will be set
3. The timing and nature of each assessment
4. The work that will be covered by each assessment.

These details will be provided on the parent and student portals for families to access.

### Marks and grades

Years 7-10 students will receive a semester grade and mark out of 100 for core subjects and a semester grade only for options.

### Homework

It is recommended that students in Years 7 to 10 fulfil the following homework allocation:

Year 7: 45 minutes per night

Year 8: 1 hour per night

Year 9: 1 ½ hours per night

Year 10: 2 hours per night.

Students are required to submit homework on time and penalties may be enforced where a reasonable explanation for late work is not provided.

### Failure to submit Assessments

Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOLA who will make a judgement regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. Beyond that, no mark will be received but students may still submit assessments for teacher feedback.

### Absence from Tests and Examinations

Students who are absent from tests and exams due to family holidays will receive a mark of zero. Where a student is absent due to illness, a medical certificate must be provided.

### Cheating

Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised.

### Plagiarism

‘Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation’. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

### **Collusion**

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

## **Senior Secondary School Assessment Policy**

### **Years 11 to 12**

#### **Course Outline**

In the first week of Term 1, your course teacher will provide on the parent and student portals an outline of the course content and an assessment schedule for the course in which you are enrolled. A course unit outline includes the following information:

- Content
- Sequence in which the content will be taught
- Approximate time to teach each section of the unit

#### **Assessment outlines will encompass the following information:**

- Assessment types
- Weighting for each assessment type
- Weighting for each assessment task
- A general description of each assessment task
- A general indication of the content covered by each assessment task
- An indication of the outcomes covered by each assessment task
- Approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

#### **Marks and grades**

Years 11 to 12 students will receive a grade and mark out of 100 for each completed course studied.

Students are required to submit all assessments on the specified date and failure to fulfil this requirement will result in penalties where no satisfactory explanation is provided in writing by the student’s parent. Penalties in such instances will be 10% deduction of their marks per day for five days. After day 5 a mark of zero will apply.

Teachers should return marked assessments, tests and examination papers to students for their consideration and will need to ensure all assessments are returned to the College as per School Curriculum and Standards Authority requirements.

#### **Homework expectations:**

Year 11: 2.5 hours per night



Year 12: 3 hours per night

### **Cheating**

Students cheating in a test and/or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised and respective parents/guardians will be informed in writing by HOLA.

### **Plagiarism**

‘Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation’. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

### **Collusion**

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

### **Transfer between courses/units**

Students commencing a course/unit late are at risk of not attaining a C grade and any withdrawals and/or course changes need to be completed by the student on the brown “Course Change” form available at Student Services. An application to withdraw and/or change a course/unit should be made through the Associate Dean of Secondary. A meeting will be arranged to discuss the proposed withdrawal/change.

Deadlines for course/unit changes are:

- Friday Week 5 of Term 1 for all Semester 1 units in Year 11.
- Friday of Week 6 of Term 1 for all Year 12 courses.
- Friday of Week 1 in Term 3 for all Semester 2 units in Year 11

NB: Year 12 students are not permitted to switch between units during the year i.e. they must complete a pair of units in each subject.

### **Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the College with evidence of all completed assessment tasks.

The relevant Head of Learning Area responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used.  
(Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Kingsway Christian College.)
- determine the additional work, if any, to be completed.

- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

### **Reviewing marks and grades**

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or parent/guardian) should approach the Head of Learning Area for the course.

The student (or parent/guardian) can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course does not meet School Curriculum and Standards Authority requirements.
- the assessment procedures used in the class do not conform with the College's assessment policy.
- Procedural errors have occurred in the determination of the mark.

The Principal or a nominated representative will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian). If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Associate Dean of Secondary. Authority representatives will then independently investigate the situation and report to the Authority's student appeal committee. If the committee upholds a student appeal the College will make any required adjustments to the student's marks and/or grades and reissue reports as necessary.

### **Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks or folios.

This material is required by the teacher/s when assigning grades at the completion of the course and may be required by the School Curriculum and Standards Authority for moderation purposes. Non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

Students doing VET courses need to be aware that all work will be retained for the RTO as evidence of what they have done. Work done electronically will be kept in that format and sent to the RTO. Work done as a hard copy will be collected by your teacher, boxed and sent to the RTO to archive. This is a mandate of ASQA (Australian Skills Quality Authority) the Regulatory Manager for VET courses. The work will be collected at the end of Year 11 for the Year 11 units of competency and Year 12 for those units of competency

## Good Standing for Senior Students (Years 11 and 12)

### What is Good Standing?

All students commence their courses with Good Standing status.

Maintaining Good Standing requires:

- Satisfactory attendance and punctuality
- Completion of all work and assessments
- Satisfactory behaviour

**Satisfactory attendance** is deemed to be full-time attendance at a class when normal classes are in operation. An absence is deemed to be unsatisfactory if it is unexplained or the explanation, in the view of the teacher and/or Head of Students, is inadequate or inappropriate.

The **assessment requirement** is that students, in accordance with the school assessment schedule complete all assessment procedures/tasks and work for each course.

**Satisfactory behaviour** means a student adheres to the school code of behaviour.

### Loss of Good Standing

Good Standing is lost when a student on 3 or more occasions:

- Is absent from class without satisfactory explanation.
- Does not complete course work or assessments (without satisfactory explanation), or,
- Receives a third send out or seriously breaches the Student Code of Conduct.
- A student who loses Good Standing is ineligible to attend extra-curricular activities and events including the College social events.
- A student leader who loses Good Standing must stand down from his/her role and may not represent the College in any capacity until his/her Good Standing is reinstated.

### Reinstating Good Standard Privileges

Good Standing privileges may be reinstated at the discretion of the Student Management Team after:

- All absences are satisfactorily explained with a note from a parent/guardian; and
- All missed work on assessments is completed or demonstrated to the relevant course teacher within the time negotiated, or
- The behavioural issue is satisfactorily resolved.

### Students have a responsibility to:

- Maximise attendance and be PUNCTUAL to all classes.
- Complete all Course work and assessments.
- Bring notes explaining absences and hand to Mentor/Form Teacher immediately on return if parents have not responded to the MGM Messaging System.
- In the event of an absence, catch up on all work missed in a time negotiated with the class teacher.
- Behave according to the Kingsway Christian College Student Code of Conduct.

## International Students

International Students have specific conditions relating to intervention. Under the National Code 2018, it is imperative that:

- A copy of the student's individual progress reports for achieving improvement are forwarded to the Homestay Guardian and parent/s and/or agent by arrangement.
- The student's individual academic achievement will be monitored by the relevant Head of Students who will liaise with the Heads of Learning Area and the Associate Dean of Secondary. Records of student response to intervention strategies will remain on the International Students Register.
- The student completes the course within expected duration of study (course progression)
- The College will monitor, record and assess the course progress of each International Student for the course in which the student is currently enrolled.

For International Students, satisfactory course attendance is deemed as meeting the requirements below:

- A minimum of 80% attendance of scheduled course contact hours.
- Student attendance is checked and recorded daily and assessed regularly by the Head of Students.
- Attendance will be recorded and calculated over each semester.
- Late arrival to school will be recorded and will be included in attendance calculations.
- All absences from school should be accompanied by a medical certificate, an explanatory communication from the student's carer or evidence that leave has been approved by the Principal.
- Any absences longer than 5 consecutive days without approval will be investigated by the Head of Students.
- Students at risk of breaching Kingsway Christian College's attendance requirements will be counselled and offered any necessary support when they have 3 unexplained absences during any assessment period.

## ACADEMIC COLOURS:

### COORDINATOR: ASSOCIATE DEAN OF SECONDARY

Academic Colours and half colours are awarded at the end of each academic year: at the final Year 7-11 Awards assembly and the Year 12 graduation ceremony.

Award	Criteria
Academic Half Colours	<p>Students in Years 7-10 who have achieved an “A” grade in the top class for English, Maths, Science &amp; HASS, and an “A” grade average across all other subjects.</p> <p>Students in Year 11 and Year 12 who have achieved an ”A” grade average across a minimum of five ATAR courses.</p>
Academic Full Colours	<p>Students in Years 7-10 who have achieved “A” grades across all subjects, and are in the top classes for English, Maths, Science &amp; HASS.</p> <p>Students in Year 11 and Year 12 who have achieved “A” grades across all subjects with a minimum of five ATAR courses</p>

Note: “A” Grade average is calculated by allocating points to the grades as follows:

“A” grade – 4 points

“B” grade – 3 points

“C” grade – 2 points

“D” grade – 1 point

Points are then aggregated and averaged, and an average of 3.5 or higher is considered an “A” grade average.

This would then include examples such as

- i) 3 “A”s and 1”C”
- ii) 2 “A”s and 2 “B”s