CRICOS 01488G	**Assessment and Reporting Policy Year 7 to 10**

"*Effective teachers administer assessments that reveal how students think. They are interested in eliciting students' misconceptions and their pre-existing understandings in order to identify appropriate starting points for individualised teaching and learning".* (Margaret Forster, ACER, Informative Assessment: Understanding and guiding learning)

St Andrew's Grammar is a vibrant, cohesive learning community committed to excellence, which inculcates the School Curriculum and Standards Authority (SCSA) Principles of Learning, Teaching and Assessment.

Record of policy development (from 2026)		
Version	**Date approved**	**Date for review**
2026/1	November 2026	2028

Responsibilities and delegations	
This policy applies to	Staff and students
Specific responsibilities	Head of Secondary Heads of Learning Area Head of Inclusive Education Assistant Head of Data for School Improvement Curriculum Administrator
Policy approval	Principal

Policy context – this policy relates to:	
Standards	NGSR Standards Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards
Legislation	
Contractual obligations	
School policies	Assessment and Reporting Policy PK- Year 6 Assessment and Reporting Policy Year 11 and 12 Students With Disabilities and Special Needs Policy Behaviour Management Policy
Forms, record keeping, other documents	

1. Policy

1.1 Assessment is the process of gathering and interpreting evidence to make judgements about student learning. It is the crucial link between learning outcomes, content and teaching and learning activities. Assessment is used by learners and their teachers to decide where the

learners are at in their learning, where they need to go, and how best to get there. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievement

1.2 The Pre-primary to Year 10 Western Australian Curriculum provides a comprehensive set of prescribed content and Achievement Standards which St Andrew's Grammar uses to plan student learning programs, assess student progress and report to parents/carers.

1.3 The Assessment Principles and the associated Reflective Questions are used to guide teachers when planning and constructing assessment tasks: These Principles state that assessment should:

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

1.4 Each Learning Area (English, Mathematics, Humanities and Social Sciences, Science, Health and Physical, The Arts, Technologies and Languages) have Achievement Standards for each year group from Pre-primary to Year 10. The Achievement Standard describes an expected level that the majority of students are working towards by the end of that year of schooling. The expected standard for each year is described as a C grade.

1.5 Each grade (A, B, C, D or E) that may be used to indicate a student's achievement represents a wide range of student ability. Many students may receive the same grade in Semester 1 and Semester 2. Given that work in Semester 2 builds on Semester 1, maintaining a grade indicates that students have understood more advance material and have grown in their learning.

1.6 The SCSA developed Judging Standards and associated Assessment Pointers and Annotated Work Samples (where available) are used to support teachers in making valid and reliable decisions when:

- Reporting against the Achievement Standard
- Providing assessment feedback to students and parents/carers
- Examining and explaining the difference between one student's achievement and another.

2. Procedures (as at 12/10/2026)

2.1 Types of assessment

Teachers at St Andrew's Grammar use an array of assessment types to support professional judgment and drive planning and learning. Assessment can be both a formative and summative process:

- Formative assessment is assessment for learning and is used to provide feedback to students and teachers to promote further learning. Formative assessment includes:
  - The range of strategies that allows teachers to check students' understanding during the course of each lesson.

- Teacher judgement
- Anecdotal records, checklists and observations
- Rubrics using levelled criteria for an activity
- Quizzes, pretests such as multiple choice, true – false, short answers, matching items, cloze
- Folders, files, workbooks and portfolios that contain work samples
- Projects and practical work – investigations, and inquiry tasks
- Open-ended tasks and problem solving
- Reports, recounts, essays and extended writing
- Reflection sheets
- Self-assessment and goal setting
- Concept maps and mind maps
- Graphic organisers such as Fishbones, Venn Diagrams, Placemats
- Oral presentations
- IT based presentations such as Power Point and Keynote and Stop Motion productions.
- Homework

- Summative assessment is assessment of learning and contributes to the judgement of student learning for reporting.

Years 7 to 10 summative assessments

Teachers will provide students with a copy of the Course Outline and Assessment Outline for their subject area. Most Learning Areas consist of a number of content or knowledge strands and the Assessment Outline usually reflect these content strands. For example: Science is organized into: Chemical Science, Physical Sciences, Biological Sciences and Earth and Space Science. Individual Assessment Outlines for each of these knowledge strands are provided to students.

Teachers employ a variety of summative assessment tasks which may include timed tests, extended answers, investigations, oral presentations, laboratory reports, research reports, construction of infographic, artwork production, food preparation.

When two or more classes exist (for example, two Year 7 English classes) teachers ensure that marks and grades are comparable across all classes. This is achieved by using common Course Outlines, common Assessment Outlines, common marking keys and rubrics, shared marking procedures. A ranked list of students is then created using summative assessment items. When grades are allocated the teachers of all classes, in conjunction with the Head of Learning Area will examine work samples either side of grade cut offs against the Achievement Standards and Judging Standards Tools, to ensure consensus and comparability.

2.2 Assessment tasks and submission of work

A course is assigned a grade (A, B, C, D, E) once all units are completed. To complete a course, students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date

Late/non-submission of work

A student may apply to the course teacher, prior to the due date for submission for an extension of time to complete an assessment task. If the teacher determines that the reasons for late or non-submission are compliant with this Policy then the teacher may:

- grant an extension of time to complete the task without penalty

- provide an alternative task
- require the student to complete the task prior to the due date
- in exceptional circumstances, and in consultation with the Head of Secondary, determine an estimate of achievement based on previous performance or adjust the Assessment Outline for that student

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide an acceptable reason, the following penalties apply:

- 10% reduction in the mark (if submitted one calendar day late), or
- 20% reduction in the mark (if submitted two calendar days late), or
- a mark of zero (if submitted more than two calendar days late or not submitted).

If a student does not submit an out-of-class assessment task, without providing an acceptable reason, the teacher will record in the LMS assessment feedback section the impact of the penalty on the student's grade and inform the Head of Secondary with an LMS Academic note. The teacher and the Head of Learning Area will negotiate actions to prevent this re-occurring.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of Learning Area.

Missed In-class assessments

If a student does not attend a scheduled in-class assessment task, and does not provide an acceptable reason, the teacher, in consultation with the Head of Learning Area, will contact the parent/carer to discuss the missed assessment and its impact of the penalty on the student's grade. The student will receive a mark of zero.

If an acceptable reason is presented, then the teacher may:

- re-schedule the assessment for when the student returns to school or
- require the student to sit a different through comparable assessment or
- in consultation with the Head of Secondary, adjust the student's Assessment Outline

Please note that students may be asked to supply a medical certificate to cover absences due to health issues.

Teachers will record in LMS that a student has missed an assessment, if a sound reason or medical certificate has been supplied and the outcome applied. An Academic Note will also be made in LMS, to inform the Head of Teaching and Learning.

Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the St Andrew's Grammar Reception by 8:30am on the day of the in-class assessment task or due date for submission of an out-of-class assessment
- email the classroom teacher, and
- provide either a medical certificate or a written explanation immediately when the student returns to school.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (for example: sitting a driver's license test, preparation for the St Andrew's Grammar Ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Head of Secondary the development of an Individual Documented Plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (for example: storm damage) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the examination timetable, students will be advised by St Andrew's Grammar of modifications to the task requirements and/or the assessment outline.

2.3 School-Based examinations and tests

School-based examinations and formal tests are included in the assessment outline for courses in Years 7–10. The weighting (proportion of the final grade/mark) for these assessments varies between learning areas and can be found in each subject's Assessment Outline available on the LMS.

The duration and format of Year 7–10 examinations vary by year level and subject requirements (typically ranging from 1 to 2 hours). Practical or oral components may also be held in relevant subjects (e.g., Health & Physical Education, Performing Arts, Languages).

Examination and test rules
The examination timetable and specific rules are issued to students two weeks before the start of any formal exam period by the Head of Secondary.

Standard examination conditions:

- Timeliness: Students will not be admitted to an examination room after 30 minutes have passed from the start of working time.
- Departure: Students will not be allowed to leave the examination room during the first hour of working time, or during the final 15 minutes.
- Integrity: Collusion, possession of unauthorized materials, or advance knowledge of examination questions will result in immediate penalty and potential cancellation of marks.
- Conduct: Blatant disregard of examination room regulations or supervisor instructions will result in the student's removal from the room.

Student Expectations:
Students are required to:

- Attend all scheduled examinations and tests punctually.
- Wear the correct, full school uniform (or sports uniform if explicitly specified).
- Arrive at least 10 minutes prior to the commencement of the exam.
- Place all personal technology with data storage or calculation capabilities—including mobile phones, smartwatches, and digital devices—on the invigilator's desk prior to starting. All devices must be turned off.
- Bring equipment in a transparent pencil case.
- Bring an approved calculator where permitted (ensuring it complies with subject guidelines).
- Bring an unmarked, transparent water bottle with all labels removed. Food and chewing gum are not permitted unless required for medical conditions.
- Remain silent upon entering the examination room and remain seated until instructed by the supervisor.

Breach of Examination/Test Rules
If a student is believed to have cheated or breached rules during an examination or test, the matter will be addressed according to this Policy. Penalties may include cancellation of part or all of the examination mark, depending on the severity of the breach.

Compromised Assessment Fairness
If an examination or test contains a typographical error, includes content outside the taught syllabus, or experiences a breach of security, St Andrew's Grammar will:

- Remove or adjust the affected question(s), OR
- Administer a substitute task if a security breach affects all students, OR
- Apply appropriate penalties to specific individuals if a breach is isolated to particular students.

Sickness and Misadventure
Students who are absent for an examination or formal test must have their parent/carer contact the Head of Secondary as soon as possible on or before the day of the exam.

- Medical Issues: A medical certificate must be provided to cover any health-related absence.
- Unapproved Absences: If the reason for non-attendance is deemed unacceptable by the school, a mark of zero will be awarded for that examination.
- Approved Absences: If the absence is approved, the school will arrange an alternate time for the student to sit the exam or adjust weighting where re-sitting is not viable.

Cheating, Collusion, and Plagiarism

- Cheating: Engaging in any dishonest act to artificially increase a mark.
- Collusion: Submitting work that is not entirely one's own or knowingly assisting another student by allowing them to copy work.
- Plagiarism: Using another person's words, ideas, or structure without clear acknowledgment.

All work submitted for assessment must be the student's own original effort. Students must not submit work that is:

- Prepared or substantively assisted by another person (e.g., peers, parents, tutors).
- Copied or downloaded from the internet without sourcing. This includes artificial intelligence (AI) tools (e.g., ChatGPT) unless explicitly directed by the teacher.
- Paraphrased from other sources without formal citation.

Process & Penalties:

1. Suspected cases will be referred by the classroom teacher to the Head of Learning Area and the Head of Secondary.
2. Parents/carers will be notified, and the student will be given a formal right of reply.
3. If confirmed beyond reasonable doubt, penalties may include a mark of zero for the specific section or a mark of zero for the entire assessment task.

Using AI

Generative AI tools may be used to support and enhance teaching and learning. Heads of Learning Areas and subject-specific teachers will provide guidance and support on the appropriate use of generative AI tools within each learning area. These expectations will be clearly communicated to students, including the requirement to use AI ethically in their schoolwork and to ensure appropriate attribution where AI tools are used.

Statement on the Use of Artificial Intelligence (AI) as a Learning Tool

Artificial Intelligence (AI) tools may be used to support and enhance teaching and learning at this school. AI can assist students and teachers with research, idea generation, drafting, feedback, and skill development when used appropriately. The use of AI is intended to complement, not replace,

independent thinking, creativity, and effort.

Students are expected to use AI ethically and responsibly, in accordance with teacher guidance and assessment requirements. Where required, the use of AI must be acknowledged, and submitted work must reflect the student's own understanding and learning. Misuse of AI, including submitting AI-generated work as original without permission or attribution, is considered a breach of academic integrity.

Teachers will provide clear expectations regarding when and how AI tools may be used to support learning. The school is committed to promoting digital citizenship, protecting privacy, and ensuring the safe and equitable use of AI technologies.

Misconduct
A student who is found to have plagiarised the work of others, submitted AI-generated text as their own, failed to appropriately acknowledge the work of others, or breached copyright will, in the first instance, be spoken to by the classroom teacher. The teacher will outline the breach of academic integrity and explain the expectations moving forward.

The classroom teacher will inform the relevant Head of Learning Area and the Head of Secondary. Where appropriate, a date for resubmission of the work will be set.

The Head of Learning Area will contact the student's parents regarding the matter, and a behaviour note will be created and recorded in the school's student management system.

A subsequent breach of academic integrity (second occasion), where it is demonstrated beyond reasonable doubt that the student has cheated, colluded, or plagiarised, will result in one or more of the following consequences being applied:

- a mark of zero for the whole assessment task, or
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and their parent/carer will be informed of the decision made, the penalty and any further action by the Head of Secondary.

2.4 Reporting Achievement

St Andrew's Grammar reports to parents and carers:

- formally, at the end of each semester on the achievements of students,
- informally, throughout the year as required or requested.
- by disseminating reports from National and State-wide assessments,
- by providing opportunities for discussion between teachers and parents/carers at Parent-Teacher Interview Evenings.
- By providing an Interim Report for Years 7 to 10.

Formal reporting

Student progress is formally reported to parents/carers at the end of Semester 1 and at the end of Semester 2. The first semester reports require teachers to make a professional judgment regarding the achievement each student has demonstrated while considering the curriculum that has been taught and assessed to that point in time. Therefore, the first semester reports provide an interim achievement evaluation. The Semester 2 report reflects a student's achievement against the entire achievement standard over the school year.

St Andrew's Grammar reports on student achievement in all learning areas taught by using the following scale:

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

Table 1: Grade Achievement Descriptors.

All reports will include additional information about the student's attitude, behaviour and effort as well as:

- Student achievement in all learning areas is reported using a letter grade. (see: Table 1).
- Information about the {Collaborator, Communicator, Self-manager and Contributor} against a 4-point scale (which ranges from Novice, Learner, Practitioner, Leader).
- A comment from the Mentor Teacher which focusses on the student's involvement in activities outside of the classroom.

The learning areas will report using in the detail as described in Table 2 below. In Year 7 and 8, each of the subjects in Technologies and The Arts are semester-based courses, not yearlong courses.

Interim reports for Year 7 to Year 10 students will be available before the end of Term 1 which will provide feedback to parents.

Year 9 and10 reports will also include a Semester 1 or Semester 2 examination mark.

Learning areas	Reporting requirements
English	One grade (A –E)
Mathematics	One grade (A –E)
Science	One grade (A –E)
Humanities and Social Sciences	One grade (A –E)
Health and Physical Education	One grade (A –E) for Health and One grade (A –E) for Physical Education
Language	One grade (A –E)
Technologies	For Years 7 & 8: One grade (A –E) for Food Specialisation One grade (A –E) for Digital Technology
The Arts	For Years 7 & 8 One grade (A –E) for Drama One grade (A –E) for Visual Art
Electives – which may include courses from The Arts and Technologies	For Years 9 & 10 One grade (A – E) for each elective subject studied.

Table 2: Learning area reporting requirements.

Modified reporting

Students who are following a Documented Plan where the curriculum has been modified will not receive a grade assessed against the cohort Achievement Standard. The Head of Inclusive Education and the teacher, in consultation with the student and their parents/carers, will negotiate a reporting process and format which will reflect the student's achievement in terms of the modified curriculum.

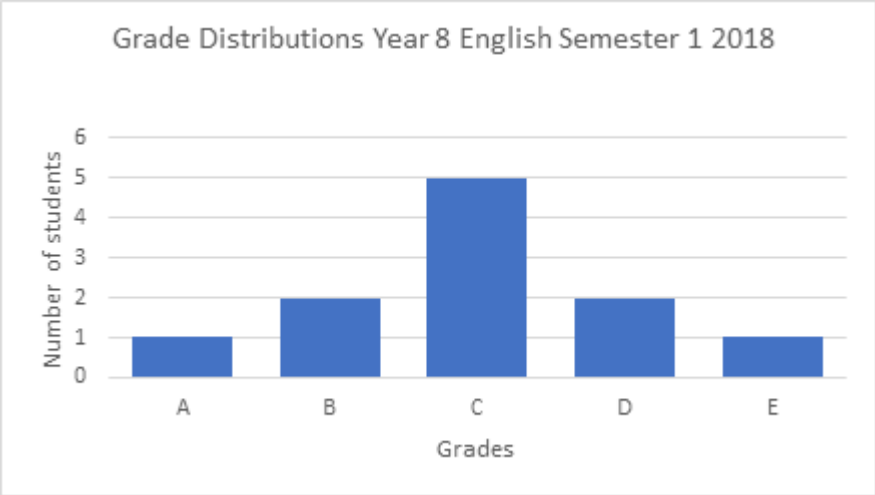
For students for whom English is an additional language/dialect, teachers may use the EAL/D Progress Map to assist in reporting achievement.

Further information about the provision of Documented Plans is provided in the Students with Disabilities and Special Needs Policy.

Year cohort achievement

A parent/carer may request information as to how a student's achievement compares with the student's peer group. The request needs to be directed to the Head of Secondary.

Parents/carers will be supplied with a graphical representation of the distribution of grades in a specific learning area or subject for the year group their child attends. An example is shown below.



Informal reporting

Teachers make regular judgements about student performance and provide feedback to students and their parents/carers in a variety of ways.

Informal reporting includes:

- Explicit, transparent feedback aimed at moving the student forward in their learning provided for each summative assessment task via the class teachers…
- Summative assessment results made available promptly by class teachers.
- Phone calls, emails and letters to parents/carers as required based upon summative or formative assessment.
- Parent, Teacher and Student Interview Nights during Terms Two and Three.
- Responses to parental requests for progress reports.
- Staff generated Academic Notes for commendation or concerns.
- Review of student progress and contact with parents where required

- Student participation in ICAS PAT for English, Mathematics and Science in Years 7 to 10.

The Head of Secondary monitors student progress throughout the school year and will contact parents when required.

2.5 Statewide and National Assessment

NAPLAN

The Head of Secondary and Assistant Head of Data for School Improvement is responsible for:

- Ensuring parents receive the 'Information for Parents Pamphlet' and notifying parents by the school newsletter when NAPLAN will be occurring.
- Test security.
- Ensuring that invigilating teachers are familiar with the Test Administration Handbook Year 7 and 9 as well as the WA Information for Teachers pamphlet.
- Ensuring compliance with the NAPLAN Handbook for Principals and the National Protocols for Test Administration and receiving the appropriate training
- Distributing to parents/carers individual student reports, along with the "Student report: Information for Parents' brochure between mid-August and late September

The Head of Secondary and Assistant Head of Data for School Improvement and Head of Inclusive Education are also responsible for ensuring:

- that students with disabilities are catered for as per the 'Guidelines for Disabilities Adjustments for Timed Assessments' as well as the NAPLAN Handbook for Principals to determine appropriate accommodations.
  http://k10outline.scsa.wa.edu.au/home/resources/disability-adjustment-guidelines
- the Head of Secondary and Assistant Head of Data and Improvement can access and use Valuate.

The Head of Secondary or Assistant Head of Data for School Improvement review the NAPLAN results to:

- Ascertain areas of strengths and weaknesses for individual students, cohorts and the school in general
- Track longitudinal data to monitor student and school level changes in scores over time.
- Identify students below the benchmarks.
- Identify students who will need to participate in OLNA in Year 10.
- Prepare a report on their findings which is shared with staff. This report is then used to drive whole school Literacy and Numeracy focus and initiatives.

OLNA

The Head of Secondary, Curriculum Administrator and Assistant Head of Data for School Improvement are responsible for:

- Accessing information detailing students who need to participate in OLNA.
- Ensuring that students with disabilities are adequately accommodated with reference to the OLNA Handbook and the 'Guidelines to disability adjustments for timed assessments' and notifying SCSA of any student needing special adjustments by the specified date.
- Informing students, parents and staff of OLNA outcomes.
- Ensuring compliance in the administration of the OLNA tests.
- Raising awareness of OLNA through the School's newsletter.
- Ensuring invigilating staff are familiar with the 'Supervisor's Handbook'.

The Head of English and Mathematics Learning Areas are responsible for organizing and administering practice and example tests for students sitting OLNA.

2.6 Planning for Future Learning

The Heads of School inform all staff about and monitor the implementation of the Western Australian Curriculum across all learning areas, with a particular focus on facilitating the implementation of the Pre-Kindergarten to Year 10: Teaching, Assessing and Reporting Policy and Standards. School software provides teachers with access to students' historical reporting and assessment information.

By accessing NAPLAN, OLNA (when applicable), summative and formative assessment items, and historical records, staff work collaboratively and under guidance from the Head of Secondary and Assistant Head of Data for School Improvement to develop suitable differentiated learning experiences to meet the needs of all students.

All curriculum materials are stored on the school's shared drive. This includes teaching programs, assessments and marking keys or rubrics, assessment and course outlines. This material is then reviewed at the end of each year by teachers, HOLAs, the Heads of School, Assistant Head of Data for School Improvement to evaluate the effectiveness of the teaching and assessing processes at St Andrew's Grammar.