

Assessment and Reporting Policy

Lower Secondary School (Years 7 to 10)

(reviewed June, 2025)

1. Overview

The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents or carers to ensure the best educational outcome for students. SIDE's Assessment and Reporting Policy Lower Secondary School (Years 7 to 10) is based on the mandated Western Australian Curriculum, the Principles for Teaching, Learning and Assessment and the available support for teachers in making professional judgements against the achievement standard.

The achievement standard describes an expected level that most students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory. The School Curriculum and Standards Authority (The Authority) provides the following information about reporting student achievement: 'As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability. Many students will be given the same grade in Semester 1 and Semester 2, even though their teachers will have observed growth in learning. Bearing in mind that work in Semester 2 builds on Semester 1, maintaining a grade indicates students have held their own in the face of more advanced material and in this way have grown in their learning' (K-10 Outline, 2022).

2. Student Responsibilities

It is the responsibility of the students enrolled at SIDE to:

- read and be familiar with the assessment requirements of the subject
- contribute to discussions about assessment processes
- actively reflect on their own learning and participate in peer assessments where appropriate or possible
- maintain regular contact and respond to teacher contact to ensure that they understand the expectations of the subject
- meet assessment deadlines set by the classroom teacher
- ensure that all work submitted is their own
- participate in the school's learning program tests and examinations
- participate in prescribed national, state and system tests according to the conditions required by SIDE
- respond to informal and formal feedback given by teachers and supervisors.

3. Teacher Responsibilities

It is the responsibility of the SIDE teacher to assess student achievement. They:

- use **on-balance judgement** to determine a grade based on a combination of sufficient evidence including, but not limited to, the following student activities:
 - summative assessment tasks
 - formative course work – e.g., Moodle blogs, quizzes, worksheets, portfolios etc
 - Webex/face-to-face class activities
- use available and relevant annotated work samples when reporting against the achievement standard:
 - when explaining the differences between one student's achievement and another's

- in implementing internal moderation practices
- when making judgements of student achievement in relation to expected year cohort standards
- use data from prescribed national and state-wide assessments to inform teacher judgements about student achievement
- inform the parent/carer or supervisor in writing:
 - if student achievement and/or progress is to be commended or is of concern
 - if students are not meeting school work deadlines
- provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers
- respond to requests from parents and carers for additional information
- develop, monitor and ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- engage in internal and if necessary external moderation to ensure teacher judgements are comparable
- ensure the course and assessment outlines meet the SIDE standard
- ensure the course and assessment outline are published in Moodle at the beginning of the school year. Students, parents/carers and supervisors may also request a copy
- return assessed work in a timely fashion, typically two weeks, to students
- provide individual feedback to students highlighting what students have demonstrated and what they need to do to improve.

4. Parent/Carer and Supervisor Expectations

It is expected parents/carers and supervisors will:

- communicate relevant information that may affect their student's learning
- contact the subject teacher, prior to the due date if there is a **valid reason** for late submission of work and/or request an extension of time for an assessment task
- take advantage of opportunities to be informed or to learn about assessment procedures
- support their student to ensure that work submitted is the student's own and is submitted on time.

Parents are encouraged to monitor student progress via Connect.

5. Assessment Principles

The assessment requirements for each learning area subject will be provided to students at the start of the learning program.

The principles of Teaching, Learning and Assessment focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning.

Assessments enable students to demonstrate their knowledge, understandings and skills in relation to the year achievement standard. Assessments:

- form an integral part of the teaching and learning program
- are educative
- are fair
- should be designed to meet their specific purposes – namely, they are used for formative and summative purposes
- lead to informative reporting to provide feedback to students, parents and teachers
- lead to school-wide evaluation processes on levels of students' achievement.

NB: Lower Secondary aged students undertaking a WACE course must read the SIDE Senior Secondary Assessment and Reporting Policy.

For more information:

- [Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting \(scsa.wa.edu.au\)](https://scsa.wa.edu.au)
- [K-10 Outline \(scsa.wa.edu.au\)](https://scsa.wa.edu.au)

6. Differentiation

For some students, curriculum differentiation is required to cater for individual learning needs. Where there is a legitimate reason for a student to be following a modified curriculum, the teacher will negotiate variations to the teaching, learning and assessment program with the student and their parents/carers and Head of Learning Area (HOLA)/Program Coordinator (PC).

Where students are at risk of not meeting the achievement standard, adjustments will be documented in an individual education plan.

Use of the [EAL/D Progress Map](#) will be implemented where relevant, in consultation with students and families.

7. Extension to deadlines may be given if there is a valid reason

Extension to deadlines may be given at the discretion of the SIDE teacher and/or HOLA/PC if there is a valid reason. Evidence will be required by the teacher to make this determination (for example, a medical certificate). SIDE staff take a flexible and responsive approach to meeting emerging issues, including late enrolments.

- The onus is on the student/caregiver to contact the teacher/s if it is anticipated that work or an assessment task will be late.
- Extensions are not automatically granted.
- Extensions of the due date are rare and must be negotiated with the teacher.
- The length of the extension is at the discretion of the teacher/HOLA/PC.
- Assessment tasks received after the extension date may have an adverse impact on the final grade.

8. Non-Completion or Non-submission of an Assessment Task Without Prior Approval

The onus is on the student/parent/supervisor to contact the teacher as soon as possible if they are unable to meet an assessment deadline.

Where an assessment task is not submitted more than 10 days past the due date, a mark of zero will be recorded. Students will have the opportunity to continue to submit outstanding tasks for feedback. Where the teacher and/or HOLA/PC/Deputy Principal determines that there was a valid reason for the non-submission of the task, the mark of zero may be reviewed and on-balance judgement made.

9. Cheating, Plagiarism and use of AI

Students must not cheat (i.e., engage in a dishonest act to gain an unfair advantage).

Students are not permitted to submit work for marking as their own which:

- is prepared or substantively contributed to by another person (e.g., student, parent, teacher, tutor or expert)
- is copied or downloaded from the internet (including Artificial Intelligence sources) without acknowledging the source
- use's someone else's words or ideas without acknowledging that they have done so (work is essentially copied - plagiarism).

Use of Artificial Intelligence (AI) in Assessment Tasks

The School of Isolated and Distance Education (SIDE) recognises that Artificial Intelligence (AI) tools can support learning when used appropriately.

Support and Education

SIDE is committed to educating students on the appropriate and ethical use of AI in learning. Guidance will be provided to help students understand:

- When AI tools can be used for brainstorming or feedback.
- How to acknowledge support from AI tools (if permitted).
- The importance of submitting their own, original work.

Students should access the Artificial Intelligence Use Policy for SIDE and the associated guidelines for their year level.

The use of AI to complete or substantially assist with assessment tasks **without teacher approval** is not permitted.

Students are expected to reference and attribute their work using guidelines provided by the SIDE Resource Centre.

Suspected Cheating, collusion, plagiarism and/or use of Artificial Intelligence in Untimed Assessment Tasks

a) Initial Discussion

- If a teacher suspects cheating, collusion, plagiarism and/or AI has been used inappropriately, the student will be invited to discuss the work and how it was produced.
- The student may be asked to explain key ideas, vocabulary, or thought processes related to the task.

b) Validation Activities

- Teachers may use AI and plagiarism detection tools as a validation activity to support academic integrity and assist in confirming the authenticity of student work.
- The teacher may request the student to complete a short validation task under supervision (e.g., a written response, oral explanation, or quiz).
- The validation task will cover similar content and skills as the original assessment.

c) Outcomes and Consequences

- If cheating, plagiarism, collusion and/or AI use is not confirmed, the original assessment may be marked as submitted.
- If cheating, plagiarism, collusion and AI use is confirmed or the student cannot validate the work, the following actions may occur:
 - The original task is not accepted for grading.
 - The student may be required to resubmit a new task under supervision.
 - A record may be kept, and parents/guardians notified.
 - Repeated incidents may result in additional consequences.

Suspected Cheating, Collusion, Plagiarism and/or use of Artificial Intelligence during examinations and timed assessment

Examinations and timed assessments should be supervised diligently, by supervisors who meet requirements outlined by The Authority, to ensure students do not receive an unfair advantage. The supervisor must follow all required guidelines when supervising any timed assessment, typically:

- the content of assessments should not be communicated in any way to the student prior to the examination/test/timed assessment

- no prompting during the timed assessment/examination/test
- the assessment should take place in space where there are no visual cues that will give an unfair advantage to the student
- only prescribed books, materials, equipment and electronic devices can be used
- completion times are required to be strictly adhered to.

Where the teacher believes the student has engaged in cheating, collusion, plagiarism or use of AI on a **timed** assessment task (eg supervised test or examination) the following steps will be used to ensure procedural fairness:

- the HOLA/PC investigates
- if there is a strong evidence-based suspicion that cheating, collusion or plagiarism has occurred a HOLA/PC or a Deputy Principal contacts the parent(s) or supervisor letting them know that there is a concern before talking to the student
- the parent/supervisor and student are provided with the right of reply before a determination is made
- where plagiarism or cheating or collusion is established beyond reasonable doubt, the teacher will inform the student, parent/carers and/or school supervisor of the result of the investigation and the penalty
- the penalty imposed is typically a mark of zero for the part/s of the task in which the plagiarism/cheating/collusion occurred.

10. System Assessments

SIDE will administer and distribute prescribed national, state and system assessments and the results to students on the current roll.

11. Review of Student Assessment

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment or the grade assigned to a subject they should, in the first instance, discuss the issue with the teacher and HOLA/PC. If the concern is not resolved, the Deputy Principal should be contacted.

The Deputy Principal will investigate the concern if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the Western Australian Curriculum and Assessment outline requirements
- procedural errors have occurred in the determination of the assessment mark and/or grade.

12. Reporting

School reports will be provided:

- at the end of Semesters 1 and 2
- as requested from the student's parents/carers.

Semester 1 and 2 reports will:

- give an accurate and objective assessment of the student's progress and achievement
- include an assessment of the student's achievement in terms of the Western Australian achievement standards
- include, for subjects studied, an assessment of the student's achievement:
 - in terms of the grades A, B, C, D and E clearly defined in terms of Western Australian achievement standards, and
 - in relation to the performance of the student's peer group.
- include information about the student's attitude, behaviour and effort.

Opportunities for parent-teacher interviews will be available.

Modified reporting

At the discretion of SIDE, students following a modified curriculum, as outlined in Section 6, may be provided with a report which outlines the student's progress/achievement in terms of the modified curriculum.

Mid-year reporting

The achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year 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 to that point in time.

Letter Grade and Achievement Descriptors

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.