Rockingham
SENIOR HIGH SCHOOL



Assessment Policy

Middle School
Years 7 - 10

Our assessment practices reflect our commitment to REAL values: Respect for each other, Engagement in learning, Achieving our best, and Learning for life.

Revised September 2026

INTRODUCTION

This policy is provided to all Middle School students (Years 7-10) and is based on the School Curriculum and Standards Authority (SCSA) requirements. The policy has been developed so that students, parents, and teachers are aware of their responsibilities in the assessment process. The policy is available on the school website, Compass School Resources, and from the school.

Rockingham SHS has high expectations for our Middle School students. The aim of the Assessment and Reporting Policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students, and parents to work together to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must be valid, fair, and allow differentiation among students across the full range of ability levels.

Rockingham SHS will administer the prescribed national assessments (NAPLAN) for students in Years 7 and 9; and the Online Literacy and Numeracy Assessment (OLNA) for students in Year 10.

STUDENT RESPONSIBILITIES

- Complete all course requirements by the due date.
- Maintain at least a 90% attendance rate, good conduct, and academic progress.
    - Please refer to the school's Good Standing Policy for further details. Students are required to complete any missed work that occurred while they were absent.
- Initiate contact with teachers concerning absence from class, missed in-class assessment tasks, and make requests for extension of due date for assessment tasks, in advance where possible.
- Use Artificial Intelligence (AI) tools ethically and only in accordance with teacher directions and school policy.
- Ensure that all work submitted for assessment appropriately acknowledges any permitted use of AI tools.

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets the requirements of the Western Australian Curriculum and Assessment Outline principles of assessment for Learning Areas.
- All students are given the opportunity to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standards.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are:
    - an integral part of the teaching and learning program
    - educative and contribute to learning
    - fair, taking into account the diverse needs of students.
- Use data from NAPLAN assessments to inform teacher judgments about student achievement, and use data to inform future learning programs.
- Provide students with timely feedback and guidance.
- Meet school timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Advise parents, via a Letter of Concern, email or Compass Chronicle Notification when a student is at risk of achieving below a C grade.

PARENT RESPONSIBILITIES

- Monitor student progress and make contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support their child to realise their potential.
- Notify the school of any reason or extenuating circumstances that may impact their child's assessments.
- Ensure that contact details are accurate and up to date.
- Provide a suitable homework/study area at home.
- Provide a medical certificate when absent from an assessment.
- Support their child's attendance at school.

COMPLETION OF A COURSE

Grades (A,B,C,D,E) are assigned for each course, and to achieve a grade, students are required to:

- Submit all out-of-class assessment tasks for marking by the assigned due date.

- Attempt all in-class assessment tasks on the scheduled date.
- Attempt any examinations scheduled for a particular course.

If a student is absent from class, for any reason, their ability to achieve their potential is diminished. Extended periods of absence may result in lower levels of achievement.

SCHEDULED ASSESSMENT TASKS

Failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student receiving a lower mark than expected for that task. This could impact the total marks achieved for the course and the subsequent grade achieved at the end of the semester.

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

- 10% reduction in the mark (if submitted one school day late)
- 20% reduction in the mark (if submitted two school days late)
- 30% reduction in mark (if submitted three school days late)
- Maximum of 50% (if submitted more than three school days late or 0% if not submitted).

In cases where there is no satisfactory explanation of an absence from a scheduled class assessment task, the student will receive no mark (a zero) for that task and may be at risk of not achieving the expected standard. The Head of Learning Area will be the final arbiter in matters concerning absence and missed work.

ACCEPTABLE REASONS FOR NON-SUBMISSION/LATE SUBMISSION OF WORK, NON-COMPLETION OF TASKS;

Where the student provides an acceptable reason for the non-completion of an assessment task, the Head of Learning Area, in consultation with the teacher, will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return). **Or,**
- Decide on an alternate assessment task. **Or**,
- Estimate the student's mark for the assessment task on the basis of their marks in similar tasks.

Absence from a scheduled assessment task (including tests) must be explained by one of the following:

- A medical certificate.
- A letter from the parent (confirmed by a telephone call) may be accepted on the first occasion. However subsequent occasions will require a medical certificate or Head of Learning Area/ Teacher-In-Charge/ parent meeting.

EXAMINATIONS (ACE and ACE/Aspirant classes only)

Written examinations are held in Mathematics, English, Science and Humanities and Social Sciences in Semester 1 and Semester 2 for students in Years 7-10.

A Parent/Guardian must notify the school as soon as possible of any absence from an examination. Only authorised absences through the Head of Learning Area will not impact the student's result. The school, through the Head of Learning Area and/or relevant Head of Student Services, will advise a suitable alternative arrangement. Please note that students will not be given permission to sit a scheduled examination prior to other students.

Holidays, special events or appointments that can otherwise be scheduled outside of school hours will not be accepted as a valid excuse for non-attendance at an examination.

MODIFICATION OF THE ASSESSMENT OUTLINE

If circumstances change during the teaching of a course that requires the teacher to adjust scheduled tasks, then an amendment to the assessment outline clearly indicating the changes will be provided to students and parent/guardian.

When a student's disability, special educational needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be adjusted and provided to the student and parent/guardian. When a student's personal circumstances limit their capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to submission dates. The teacher will consider fairness for all students when making decisions about adjusting time- lines for a particular student.

STUDENTS WITH A DISABILITY

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect

their access to a particular assessment task, have written and/or practical assessment tasks adjusted by the teacher in consultation with the Head of Learning Area. These adjustments will be consistent with the Guidelines for Disability Adjustments for Timed Assessments available on the SCSA website. Adjustments, depending on the individual student's needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills, and understanding.

SECURITY OF ASSESSMENT TASKS

Where there is more than one class in a course, the assessment tasks may be the same. To ensure that no students are unfairly advantaged, the question papers used for in class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from other classes until all classes have completed the task.

CHEATING, COLLUSION, PLAGIARISM AND USE OF ARTIFICIAL INTELLIGENCE (AI)

All work submitted for assessment must be the student's own work. Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion, plagiarism or inappropriate use of Artificial Intelligence (AI), the teacher will refer the matter to the Head of Learning Area/Teacher-in-Charge. As part of this process, parents/carers will be notified, and the student will be provided with the right to reply. Existing definitions of collusion and plagiarism apply and extend to work generated through AI technologies.

Collusion is when a student submits work that is not their own.
Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work or parts of a work are essentially copied.

USE OF ARTIFICIAL INTELLIGENCE (AI)

Rockingham Senior High School recognises that AI tools can support learning when used appropriately and ethically. Students may use AI tools for learning purposes where expressly permitted by the teacher.

Students may be taught how to:

- Use AI tools to support brainstorming and idea generation,
- Obtain feedback on draft work,
- Improve their understanding of concepts,
- Appropriately acknowledge the use of AI tools where required.

Students must:

- Submit their own original work for assessment,
- Acknowledge any approved use of AI where directed by the teacher,
- Follow teacher instructions regarding the permitted use of AI for individual assessment tasks.

Students must not:

- Submit AI-generated responses, essays, projects or assessments as their own work,
- Use AI tools during tests, examinations or other supervised assessment tasks unless specifically permitted,
- Use AI to complete or substantially complete an assessment task without teacher approval.

INVESTIGATION OF SUSPECTED AI MISUSE

Where there is concern that an assessment task may not represent a student's own work, the school may require the student to:

- Provide drafts, planning documents or notes;
- Discuss their work with the teacher;
- Complete a comparable task under supervised conditions;
- Demonstrate understanding of the submitted work.

Teachers may use plagiarism and AI-detection tools as part of the validation process; however, these tools will not be used as the sole basis for determining misconduct.

If cheating, collusion, plagiarism or inappropriate use of AI is confirmed, the student may:

- Receive a mark of zero for the assessment task or relevant section of the task;
- Be required to complete an alternative task;

- Have parents/carers notified;
- Be subject to additional school consequences where appropriate.

REPORTING ACHIEVEMENT
Students will be informed of their progress throughout their course. Teachers regularly assess completed tasks and give feedback to the students. Parents/guardians will be informed via a Letter of Concern when it is identified that there is a risk of the student not completing the course or not achieving their potential and/or failure to meet the expected standard.

Students also receive Letters of Commendation for high achievement. Rockingham Senior High School formally reports student achievement at the end of Semester 1 and Semester 2. Parents may also request a progress report at any time by contacting the appropriate Head of Student Services.

ACHIEVEMENT IN EACH LEARNING AREA
Achievement is reported against a scale (A-E) for each learning area. The examination mark for English, Mathematics, Science and Humanities is shown as a percentage on the report.

A	Excellent	The student demonstrates achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable standard.

If the course duration is one year, the grade indicated in Semester 1 is a prediction of the final Semester 2 grade.

ALTERNATIVE METHODS OF REPORTING STUDENT ACHIEVEMENT
Some students on a modified program will have a modified Special Educational Needs (SEN) report issued at the end of each semester.

ATTITUDE, BEHAVIOUR AND EFFORT
The attitude, behaviour and effort demonstrated by the child are shown on the following scale: *Consistently*, *Often*, *Sometimes* and *Seldom*. *Not Assessed* indicates that this attribute does not apply in this course.

The attitude, behaviour and effort of a student within a course is assessed by the classroom teacher throughout the semester and reported in the end of semester report.

COMMENTS
Written comments may be provided by teachers on students' assessed items. This feedback provides information about your child's achievement and areas for improvement. Students and parents may request additional feedback by email should they require further details. Parents are encouraged to take the opportunity to meet with their child's teachers at Parent/Teacher Conferences held each semester.

REVIEWING MARKS AND GRADES
When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course, they should, in the first instance, discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should contact the Head of Learning Area.

USEFUL LINKS:

Students Online in Public Schools Policy - Policies - Department of Education

Australian Framework for Generative Artificial Intelligence (AI) in Schools - Department of Education, Australian Government