



Assessment and Reporting Policy PP-12

Section	Academic and Curriculum
Number	1a
Version	6
Approval Authority	School Council
Date	January 2026
Review Frequency	Every three years
Review	January 2029

This policy is based on the School Curriculum and Standards Authority (SCSA) guidelines and requirements.

ABBREVIATIONS

ASC

Anglican Schools Commission, t/a AngliSchools

EYLF

Early Years Learning Framework

GMAS

Georgiana Molloy Anglican School

NAPLAN

National Assessment Program Literacy and Numeracy

OLNA

Online Literacy and Numeracy Assessment

SCSA

Schools Curriculum and Standards Authority

VET

Vocational Education and Training

WACAS

Western Australian Curriculum Achievement Standards

WACE

Western Australian Certificate of Education

SCOPE

This policy covers all students at GMAS from Pre-Primary to Year 12.

PURPOSE

Assessment is a crucial element of the teaching and learning process, playing an essential role in measuring student progress, guiding instructional decisions, and enhancing educational outcomes. It serves not only as a tool for evaluating individual performance but also as an educational experience, helping students understand their strengths, areas for improvement, and learning pathways. For assessment to be effective, it must be designed with fairness at its core, ensuring that all students are evaluated based on clear, consistent criteria without bias. Furthermore, assessments should be purpose-driven, carefully crafted to align with specific educational goals, whether to inform learning, guide teaching practices, or provide insight into the overall effectiveness of instructional strategies.

Effective assessment should also lead to informative reporting, offering meaningful feedback that can guide student growth and inform broader educational practices. It should support school-wide evaluation processes, offering valuable data for shaping school policies, curriculum adjustments, and long-term planning. Ultimately, assessment must provide educators with significant insights that can be used to refine teaching methods, ensuring that the educational experience is continuously improving and tailored to meet the diverse needs of all learners.

Assessment will always be

1. Valid – All assessment will be linked to the relevant curriculum/syllabus and specific assessment requirements mandated by government agencies.
2. Reliable – All assessment tasks will provide consistent and accurate information for the target population.
3. Discriminate – All assessment tasks will be able to clearly discriminate among students across the full range of ability levels.

ASSESSMENT

Assessment is an integral part of teaching and learning

Assessment is an integral part of teaching and learning and should arise naturally out of the teaching and intended learning of the curriculum. Assessment should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

Assessment should be educative

Assessment practices should be educationally sound and contribute to learning.

Assessment must be fair

Assessment must consider the diverse needs of students and not discriminate on grounds that are irrelevant to learning. More specifically, assessment must be equitable regarding gender, disability, background language and socio-economic status.

Assessment should be designed to meet its specific purpose/s

Information collected to establish where students are in their learning can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Assessment should lead to informative reporting

Assessment should provide an accurate summary of the formative and summative assessment information collected for each student.

Assessment should lead to school-wide evaluation processes

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders should understand and monitor current and past student achievement levels in terms of the validity and reliability of assessment practices.

Assessment should provide significant data for improvement of teaching practices

School leaders should plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.

Standardised Assessments

At times, students will be required to undertake mandated standardised assessments as per Federal/State government policy. GMAS also administers other forms of standardised assessments to be used as a diagnostic tool in assisting with planning curriculum delivery.

Some forms of standardised testing can include but is not limited to:

- NAPLAN
- OLNA
- PAT Testing
- On Entry Testing

Students that do not wish to be involved in standardised testing will need to formally apply for an exemption from either Head of Learning Support or the Head of School. *Please note: OLNA testing is a requirement for Year 12 students to achieve their WACE.*

Diagnostic Assessment

Diagnostic assessment takes place prior to instruction and focuses on a specific area for knowledge. This is used to inform teachers of student's prior knowledge and assist in differentiated learning plans. Diagnostic assessment is generally not reported on to parents.

Formative Assessment

Formative assessment is used to monitor progress during a learning sequence and provides continuous feedback to teachers and students, enabling them to monitor progress during a learning sequence and provides continuous feedback to teachers and students about their progress with the specific purpose of helping them to improve. At GMAS we will facilitate formative assessment using anecdotal records, work samples, teacher made tests, checklists, and peer and self-assessments. These will be reported to parents through parent contacts and parent/teacher meetings and case conferences.

Summative Assessment

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement; it also provides information for judging the effectiveness of teaching programs. It is supported at GMAS through formal semester reports.

Assessment Tasks (Years 7-12)

All weighted assessment tasks will be recorded in the teaching and learning program, clearly identifying the following:

1. Assessment Type
2. Assessment Topic
3. Assessment Weighting
4. Assessment Due Date/Week

Further to this, students will be given seven (7) days prior notice on any upcoming weighted assessments.

If a student is unable to attend school for a legitimate reason and substantiated with relevant documentation, they will be entitled to take the assessment at the soonest possible time.

In the case of the assessment having a take home component, the following penalties will be incurred if there is no legitimate reason for non-submission:

- 1 day late – 10% reduction on final mark
- 2 days late – 20% reduction on final mark
- 3 days late – 30% reduction on final mark

Any assessment more than three (3) days late will be awarded a final mark of 0.

Please note that in Years 11 and 12, each student must complete at least one assessment type throughout the year to be awarded a final course mark and grade.

LEARNING SUPPORT

Documented Plans are support documents, developed by teachers, as they consult, plan, implement, assess and review teaching and learning programs and supports, for students who require individualised and/or personalised plans to address identified educational needs.

Identified educational needs may result from any or all of the following:

- Students with disability (diagnosed/assessed and/or imputed) under the Disability Discrimination Act, 1992 (DDA) and the Disability Standards for Education, 2005 (DSE)
- Students for whom English is an additional language/dialect (EAL/D)
- Students considered at educational risk due to learning, personal, social-emotional, communication, sensory, behavioural, safety and/or school engagement needs
- Students with medical/health needs
- Students who have identified additional needs and require modified curriculum and/or modified reporting (i.e. students who are EAL/D, gifted, have disability)

- Students who are in the care of the Chief Executive Officer (CEO) of the Department of Communities, Child Protection and Family Support (DCCPFS), that is, their legal guardians
Assessment and reporting for students on Documented Plans is based on the goals within each respective plan.

Plagiarism/Collusion

If a student is found to have plagiarised an assessment, including the use of Artificial Intelligence, then that student will be automatically awarded a zero mark for the plagiarised components. If collusion occurs, then all parties will be sanctioned appropriately.

Moderation

To ensure that school-based assessment is comparable to the standards set by the SCSA, GMAS partakes and undertakes many different forms of moderation of student assessment.

PP – Year 10

Internal moderation is conducted within each learning area. Work samples provided from the SCSA, and other professional agencies are also used to guide teacher assessment.

Year 11 – 12

Internal moderation is conducted within each learning area. ATAR courses with six (6) or less students enrolled, are mandated by the SCSA to enter a small group moderation partnership (SGM) to ensure students are not disadvantaged by small student numbers. The SCSA also conducts many different moderation exercises, including but not limited to documentation reviews, school moderation visits and grading review meetings. Year 12 General courses are required to participate in Externally Set Tasks (ESTs) as a moderation tool.

Grading

In years PP – 10, students are graded according to the SCSA/EYLF grade related descriptors. In years 11 -12, students are graded according to the SCSA course grade related descriptors. Percentage cutoffs are only determined after the course has been completed to ensure marking aligns with grade related descriptors.

REPORTING

Informal

Informal reporting will take place continually throughout the year. Student assessment performance will be made available via Seesaw (PP-Year 4) or SEQTA (Year 5-12) once a task has been assessed. Further to this, student performance may be communicated by a variety of means, such as email or telephone call to discuss progress. Parent teacher nights are also hosted by GMAS and is an opportunity to discuss student progress.

Formal

GMAS is required to formally report to parents twice in the academic year for Pre-primary to Year 12, once a year for kindergarten. Reports will be uploaded via the SEQTA platform for parents to access. Each formal report will contain the following: class grade, overall mark, class average mark, Western Australian Curriculum Grade, indication of classroom behaviour, effort and attitude. Each report will also contain pastoral care comments and overall attendance for the reporting period. In Years 10, 11 and 12, students will also be reported on examination performance where applicable.

Students will also receive formal reporting on NAPLAN and OLNA performance.

Modified Reporting

Georgiana Molloy Anglican School considers student needs and well-being when assessing and reporting. Students that have been identified as needing a modified curriculum are given an Individual Education Plan which is consulted when reporting on the modified curriculum. Where appropriate students with a disability are not given reporting grades against the achievement standards. However, in these instances a comment is provided regarding academic achievement of their individual goals.

Appeal Process (Years 7-12)

If a student wishes to appeal either the mark or grade awarded on an assessment, they are to discuss the appeal with the class teacher in the first instance.

If there is no resolution after the initial concern being raised, then the appeal will be referred to the Head of Department. If there is no resolution after consultation with the Head of Department, the appeal will be referred to a member of the Senior Leadership Team.

In Years 11 and 12, students and parents are entitled to raise an appeal of results and grades with the SCSA. This process is only to be undertaken if there is no resolution to an appeal within the school appeal process.

RELATED DOCUMENTATION

Assessment Matrix

Curriculum Planning and Review Policy

Generative AI in Schools Policy

Primary School Numeracy and Literacy Policy

School Reporting Guidelines

REVIEW AND UPDATE

This Policy shall be reviewed at least every three years or when a material change is identified through strategic intent or legislation.

REVISION RECORD

Version	Date	Summary
1	July 2018	Document created
2	February 2019	Review
3	August 2019	Updated with changes to assessment results release
4	September 2020	Amended to include conditions re: oral presentations
5	May 2023	Three yearly review
6	January 2026	Three yearly review

Approved By	Date
School Council	