



Aunty Agnes Shea

HIGH SCHOOL

WALKING TOGETHER, SHAPING TOMORROW

Assessment Policy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Aunty Agnes Shea High School Front Office 02 61 424250.

Purpose

Assessment practices influence both learning and teaching. Their main purpose is to improve educational outcomes and to communicate students' progress. This policy is designed to inform students, teachers, parents, and carers of the key principles and procedures around assessment requirements at Aunty Agnes Shea High School.

At Aunty Agnes Shea High School, assessment is used to:

- *Evaluate understanding:* Make sure students understand the material and skills being taught.
- *Guide learning:* Inform teaching strategies and student learning paths.
- *Support development:* Support the growth of critical and creative thinking in students.
- *Facilitate feedback:* Provide constructive feedback for continuous improvement.
- *Encourage reflection:* Encourage students to reflect on their own learning and identify areas for growth.

Unit Outlines and Assessment Calendar

Unit outlines are provided at the beginning of each semester. Unit outlines outline the essential learning, achievement standards, and assessment tasks. This is accompanied by an assessment calendar which outlines key assessment due dates. These are explained in class and can be found on the students' Google Classroom and the school website.

Grades

When a student receives a 'C' grade, it means they have met the expectations described in the Achievement Standard for the content studied during that reporting period.

Each student's report includes a grade for every subject studied. The following A–E scale describes the level of achievement in relation to the standard:

- A: Demonstrating outstanding achievement of the standard
- B: Demonstrating a high achievement of the standard
- C: Demonstrating achievement of the standard
- D: Demonstrating partial achievement of the standard
- E: Demonstrating limited achievement of the standard

Feedback on Student Learning

Effective feedback is essential to student growth. It helps learners understand their current progress, clarifies expectations, and provides clear direction for improvement. Teachers provide regular, meaningful feedback to support student learning and achievement. This feedback should clearly outline what the student has done well, identify areas for improvement, and suggest specific next

steps for learning. No assessment is to be conducted without an opportunity for feedback. For all formal assessment items, feedback will include a Google rubric that details achievement against criteria and highlights next steps for improvement. Feedback is most effective when students are supported to engage with and unpack it, enabling them to take an active role in their learning.

Return of Student Work

Students' work will be returned within two weeks.

Moderation

Moderation is used to ensure consistency across classes and teachers. By reviewing and comparing assessments, moderation helps to maintain standardised grading practices and aligns evaluation with established criteria. It also promotes collaborative discussions among educators to refine assessment methods and uphold the integrity of the assessment process.

Late Submission of Assessment Tasks

The development of organisational skills and the ability to meet deadlines and manage work pressures are important life skills. It is crucial that all required work, where possible, be submitted on time and that class tests, where possible, be taken at the scheduled time on the scheduled day. Extending a deadline for an assessment task reduces the time available for subsequent tasks, and the problem tends to compound.

Teachers will check student progress throughout the assessment period. However, students are expected to seek support from their teachers, parents, and carers if they are experiencing difficulty meeting deadlines. Parents will be emailed if their child has not submitted the assignment one to two days after the due date. Students' work will not be accepted after the teacher has returned marked pieces of work to other students in the class, which is within two weeks of the due date. Teachers will provide warnings to students when this is about to occur. This policy applies to all subjects and all year levels.

If a student has not submitted their work within ten days of the due date, teachers may set a new assessment task for the student.

Extensions

If students experience difficulties completing tasks, they should negotiate an extension with the teacher prior to the due date. Lack of organisation or leaving things until the last minute is not an acceptable reason for an extension. When requesting an extension, students must provide written parental support and show evidence that they have work in progress. Students are expected to make up work missed while absent from classes due to excursions or sporting events.

Other Assessment Commitments for ACT Public School Students

- National Assessment Program – Literacy and Numeracy – NAPLAN (Years 3, 5, 7, and 9)
- PISA international assessment (for 15-year-old students)
- Trends in Mathematics and Science Study (TIMSS) international assessment (in Years 4 & Year 8)
- National academic competitions (English, Science, Maths, Computing, Languages, etc.)

Review and Appeal Process

All appeals must be made by the student, not a second party acting on their behalf.

1. **Review of results by Teacher:** Discuss the problem informally with the class teacher as soon as possible after receiving the semester report. In most cases, the problem is resolved at this level. It is possible for clerical errors to occur or for the student to overlook a factor such as assignments or other pieces of work not handed in.
2. **Review of results by the Executive Teacher:** Discuss the problem with the Executive Teacher of the faculty, providing evidence of why the problem has not been resolved.
3. **Review of results by the Principal:** If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected on the day following the issue of reports or soon afterwards. The Principal calls a meeting of the parties involved at which the student presents any further evidence. This is the highest level of review for students in Years 7 and 8.
4. **Appeal to the Chief Executive:** Students in Years 9 and 10 may request a System Level Appeal. Such an appeal may be made against particular assessments on the High School Record or against a decision not to award a Year 10 Certificate. Appeals against the non-award of a Year 10 Certificate should be made before the end of the school year. An ACT Education Directorate leaflet issued to all students gives information about appeals and is available at the school. Further information may be obtained from:

Planning and Performance Branch
Education and Training Directorate
GPO Box 158
Canberra ACT 2601

References and Relevant Policies

Aunty Agnes Shea High School's Assessment Policy aligns with the ACT Education Directorate:

- [Assessment and Reporting](#)
- [ACT Student Reporting](#)
- [Year 10 – Certification and Applications](#)
- [Curriculum and Academic Reporting Policy for ACT Public Schools](#)

Name	Assessment Policy
Current Version	May 2025
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Sub-Program/Area	Curriculum, Assessment and Reporting

