



Assessment, Reporting and Submission of Work Policy

Rationale

At Mount Compass Area School, assessment and reporting practices across Reception to Year 12 enable students, educators, and families to gain a clear understanding of learner achievement and to ensure every student has the opportunity to experience success in their learning.

Assessment tasks are a key way for students to demonstrate what they have learned and their individual strengths and areas for growth in knowledge, skills, and understanding. Teachers design assessment task as part of their teaching and learning programs and set due dates in line with the Australian Curriculum/ South Australian Curriculum and SACE subject requirements.

The following policy outlines our assessment and reporting processes as well as student expectations for the successful completion and submission of their work. This policy aims to ensure consistency in our practices and expectations as well as support students to develop effective study habits, develop their learning integrity and responsibility, and work towards their personal and academic goals.

Assessment at Mount Compass Area School is used to:

- Provide ongoing feedback to students, teachers, and families about progress.
- Include both formative (ongoing) and summative (end-point) assessment.
- Determine whether learning goals have been achieved.
- Guide future teaching and learning programs.

Assessment

Teachers assess student learning by collecting and interpreting evidence to judge, measure or decide on the quality of learning, or gains in learning over time. They make judgements about students':

- achievement: the extent to which a student has demonstrated what they know, understand and can do at a particular point in time, against the standard being assessed.
- progress: the improvement a student makes, against the standard being assessed.

Assessments are standards-based and aligned to:

- South Australian and Australian Curriculum achievement standards for Reception to Year 10.
- SACE performance standards for senior secondary school.

In accordance with our belief that all students are active participants in their learning and assessment we will make available to students and families:

- A Curriculum Overview (Reception – Year 12) that summarises the topics and assessments covered across the semester, uploaded to Daymap (6-12) or emailed home (R-5) each semester.
- A Unit Plan that details the learning and assessment requirements in relation to curriculum standards
- A SACE approved Learning and Assessment Plan (Stage 1 and Stage 2 subjects) that details the assessments tasks, relative weightings (where applicable), assessment measures (scores or grades), supporting documentation about the quality of the work against the Performance Standards.

Other processes supporting student assessment will include:

- 'Task Sheets' specifying the link between the learning process and the assessment criteria, assessment task deadlines and draft deadline.
- Assessment rubrics – to clearly outline the criteria and expectations for a task, helping students understand how their work will be evaluated.
- A range of assessment tasks and types to provide students with a variety of opportunities to demonstrate their learning.
- Consistently creating and publishing assessment tasks on Daymap to create an ongoing and accurate traffic light/performance indicator.
- Modified Curriculum Agreements in negotiation with teachers and families for identified students.

Teacher are responsible for:

- Designing assessments aligned with the South Australian and Australian Curriculum.
- Clearly communicating expectations, including acceptable AI use.
- Ensuring fairness and differentiated support as needed.
- Verifying the authenticity of student work using professional judgement and plagiarism checkers.
- Providing prompt and constructive feedback.
- Maintaining accurate records of student achievement.
- Reporting honestly and fairly to students and families.
- Offering support and catch-up opportunities to help all students meet requirements.

Students are responsible for:

- Drafting and completing assessment tasks to the best of their ability.
- Meeting agreed timelines.
- Checking Daymap and completing work that they have missed due to absence.
- Considering teacher feedback and working towards improvement.
- Communicating with teachers about planned absences, concerns or additional support needed, prior to task completion dates.

Families are responsible for:

- Communicating with the school about any relevant information that may affect their child's learning including absences from school
- Participating in opportunities to be informed their child's learning progress including accessing Daymap, learning conversations and in response to contact from the school regarding learning achievement
- Working with the school to support their child to complete learning within timeframes.
- Communicate with the school planned absences that may affect their learning and assessment. Exemptions need to be completed five or more days before the planned absence.

Assessment expectations per subject area:

- R-2 collate a portfolio of assessments throughout the year and share with families.
- Year 3-5- subjects are required to have a minimum of 1 summative assessment example per term including rubric and work-sample with grade and a comment.
- Years 6-12 require three to five summative assessments tasks with student work sample, rubric, grade and comment uploaded to Daymap per Semester.
- All summative tasks for Middle and Senior School subjects to be published on Daymap.
- Draft due date or progress check-in required for ALL assessment tasks (years 6-12).



- Communication **MUST** be sent to parents and record logged on Daymap, before the due date, for students not meeting expectation for draft or progress check.
- Automated message – draft deadline missed (daymap)
- Sub-School leaders will monitor non-submission and missed deadlines.

Submission of Work

Year levels	Request for extension	Non-submission or late work	Absent for tests /exams
R-5	Teachers of R–5 students will provide targeted support to ensure all students can successfully meet the timeframes for assessment tasks. This includes offering differentiated learning opportunities, in-class guidance, and additional assistance to help students understand tasks and develop the necessary skills. Teachers will also provide catch-up opportunities and individualised support as needed to ensure that every student is able to fully engage with the assessment process and achieve their learning goals.		
6-9	Extension requests must be made prior to the due date. If extension is approved, the teacher will negotiate a reasonable due date for the task.	<p>Staff will request students to complete the task within 24 hours and a Record on Daymap will be noted and communication with parents.</p> <p>If the student does not submit their learning/final copy after this time, the teacher will mark the work that has been submitted (E.g. Draft or check-in)</p> <p>Failure to submit any learning will result in an ‘N’ grade.</p> <p>Where possible avoid due dates on a Friday.</p>	<p>If a student misses a test because of approved absence, the student will be required to:</p> <ul style="list-style-type: none"> • Complete the test on the first day back provided it has not been returned, or • Be required to take an alternative test, or • Be given a scaled score for the activity, at the teachers’ discretion.
10-12	Extensions may be granted under the following criteria: Negotiation – If, due to particular acceptable circumstances, students are unable to meet the negotiated due date, they should approach the teacher <u>before</u> the due date and request consideration for an extension. They must show they have actually commenced the work	<p>Staff will request students to complete the task within 24 hours and a Record on Daymap will be noted and communication with parents.</p> <p>If the student does not submit their learning/final copy after this time, the teacher will mark the work that has been submitted (E.g. Draft or check-in)</p>	<p>Parent MUST inform the school with a reason for the absence on the day.</p> <p>Student will be required to:</p> <ul style="list-style-type: none"> • Complete the test on the first day back provided it has not been returned, or • Be required to take an alternative test, or



	<p>required. Depending on the circumstances, the teacher <u>may</u> provide an extension.</p> <p>Illness – If a student is ill on the day an assignment is due then every effort must be made to submit the assignment (completed or not) by the given submission date.</p> <p>Misadventure – If an emergency occurs on the night before the work is due, and this prevents it being completed, the parent is to notify the teacher. The teacher may, after consultation with the Senior School Leader if necessary, make some allowance.</p>	<p>Failure to submit any learning will result in an ‘N’ grade.</p> <p>Year 12 students may lose home study privilege</p> <p>SACE summative assessment assignments not submitted or work requirements not met by the due date, will require teacher to liaise with the SACE Coordinator for a grading decision to be made.</p>	<ul style="list-style-type: none"> • Be given a scaled score for the activity, at the teachers’ discretion. • SACE Stage 2 exams require a medical certificate on the day of the exam in order for special provisions to be applied.
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Academic Integrity

Students are expected to uphold the principles of academic integrity, including responsible and transparent use of artificial intelligence (AI) tools. All students are expected to submit work that authentically represents their own learning, with any use of AI clearly acknowledged. Each assessment task will specify the permitted level of AI use to ensure clarity and consistency in expectations. Teachers will confirm the authenticity of student work through professional judgement, plagiarism detection tools, and other appropriate verification methods. Any form of plagiarism, including the unacknowledged use of AI-generated content, not acceptable. MCAS is committed to educating students about ethical information and technology use, supporting them to uphold integrity and demonstrate genuine learning and achievement.

Response to plagiarised or inappropriately generated AI work:

1. Sub-School leader notified by teacher.
2. Educational conversation with student - for first or minor incidents, the teacher will meet with the student to discuss academic integrity and ensure understanding of expectations.
3. The student will/may be required to resubmit task to demonstrate their own learning.
4. The incident is formally recorded in Daymap under student record, and families are notified.
5. Repeated or deliberate plagiarism will result in N grade and may result further disciplinary action in line with school behaviour code.
6. Students may be asked to complete a reflection on academic honesty and how to avoid plagiarism or misuse of AI in the future.

Reporting



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Child Development

The purpose of reporting is to communicate each student’s learning progress and achievement to students, parents, and teachers. The ongoing provision of feedback ensures parents are being provided with current information about the level of student achievement: It provides clear information about strengths, areas for improvement, and next steps in learning. Reporting also supports timely intervention and goal setting to promote continued growth and success.

At MCAS we report student progress through:

- Continuous communication via Daymap.
- Learning conversations (Families / teacher / student)
- Formal written reports and informal meetings
- Provision of standardised test results (e.g. NAPLAN)

Reporting on the South Australian/Australian Curriculum

Schools are required to report against the South Australian/Australian Curriculum learning/achievement standards with reference to:

- Teacher judgment about the extent and quality of each student’s achievement and progress using the “C” grade reference point for assigning A-E grades or word equivalents
- Students with a disability or students who are accessing the curriculum with adjustments and modifications will be assessed in line with the modified curriculum agreement and/or One Plan.

Grade	R-5 word Equivalent for MCAS school reports*	Department for Education achievement description	In relation to the achievement standard, the student has demonstrated.....
A	Outstanding	Excellent achievement	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the content, key ideas and concepts • Very high level of competence in the skills and processes • Uses these skills and processes in new context
B	Above Standard	Good achievement	<ul style="list-style-type: none"> • Extensive knowledge and understanding of the content, key ideas and concepts • High level of competence in the skills and processes • Uses the skills and processes in some new context
C	Expected Standard	Satisfactory achievement	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the content, key ideas and concepts • Expected level of competence in the skills and processes • Uses skills and processes in familiar context
D	Emerging	Partial achievement	<ul style="list-style-type: none"> • Basic knowledge and understanding of the content, key ideas and concepts • Limited level of competence in the skills and processes • Some ability to use skills and processes in familiar context
E	Minimal	Minimal achievement	<ul style="list-style-type: none"> • Very basic knowledge and understanding in a few areas of the content, key ideas and concepts



			<ul style="list-style-type: none"> • Very limited competence in some of the skills and processes • Beginning ability to use skills and processes in familiar contexts
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* Staggered introduction of the word equivalents so 2025 Reception to Year 3 only, 2026 - Reception to Year 4, 2027 - Reception to Year 5

Reporting on the South Australian Certificate of Education (SACE)

Stage 1 subjects - A to E grades are used to report student achievement

Stage 2 subjects - A+ to E- grades are used to report student achievement

Assessment in the SACE is based on the performance standards described in the subject outline.

Assessments occur during and at the end of a learning program. Feedback during a learning program can give students information about how to improve their performance and this will be provided in the same format as that indicated for Years 1-10.

Reporting Schedule

Year level	Format	timeframe
Reception students	Reception students: descriptive wording about student's progress over the year referenced to the Foundation (F) year Australian Curriculum achievement standards Learning Conferences	Term 2 & 4
		Term 1 & 3
Junior School	Written report Learning Conferences	Term 2 & 4*
		Term 1 & 3
Middle School	Written report Learning Conferences Traffic Lights	Term 2 & 4*
		Term 1 & 3
		ongoing
Senior School	Written report Learning Conferences Traffic lights Traffic Light Reflection	Term 2 & 4*
		Term 1 & 3
		Ongoing
		Mid Term

*Semester 2 grades are a culmination of the year's learning outcomes for full year subjects

Student new to the school will receive a written report if they have been at the school for at least a term with a drop-down box of adjusted/special provisions applied, where required.

Traffic Lights/Performance Indicators Years 3-12

Traffic Lights on Daymap provide an indication of student learning progress based on currently assessed tasks. Traffic Lights will be based on the following performance indicators;

- excelling (A/B grade band- bright green)
- passing (C grade band- light green)
- at risk (orange)
- failing (red).

Parents may request a meeting with teachers and/or sub school coordinators based on this feedback. Sub school coordinators will monitor Traffic Light performance across all learning areas and follow up with students as required.



Appeal Process

Students have the right to appeal assessment decisions if they believe they have been treated unfairly. Appeals must follow the school's formal process, ensuring all concerns are reviewed fairly, transparently, and in line with Australian curriculum and SACE requirements.

South Australian and Australian Curriculum: Students must make an appointment with the relevant sub-school leader and provide all relevant information relating to the concern. The sub-school leader will review the matter and determine the outcome. This decision is final.

SACE: Students wishing to appeal a decision must submit a written appeal to the Senior School Leader within seven (7) days. The appeal must be supported by a parent or guardian and include clear reasons for requesting reconsideration. A meeting will then be arranged with the Principal, Senior School Leader, the student, and, if requested, a support person (note: the support person is chosen by the student but cannot act as an advocate).

Special Provisions for SACE

If students require provisions because of factors that affect their learning or assessments, these may be granted on the basis of:

1. impairment – illness or injury (physical or emotional)
2. assessment misadventure – this generally relates to the difficulties encountered in final exams
3. cultural obligations

Students who wish to apply for special considerations must apply to the SACE leader as early as possible, and no later than by week 5 of Term 2. Medical support will be required for disability requests.

Year 12 students who for reasons of illness, miss school for an extended period after Term 2, must see the SACE leader with a medical certificate on returning to school.

Supporting documents:

[curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy \(PDF 619 KB\)](#)
[reporting on Australian curriculum in department schools: reception to year 10 procedure \(PDF 640 KB\)](#)
[curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline \(PDF 337 KB\)](#)

[South Australian Certificate of Education \(SACE\) Board of South Australia](#)

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