



# HILLS INTERNATIONAL COLLEGE

## Years 7 - 10 ASSESSMENT POLICY

### 2025

#### Version Control:

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## Rationale:

At Hills International College, assessment is viewed as an ongoing process of gathering, analysing, reflecting, and acting on evidence of student learning to inform teaching. It involves both students and teachers collaborating to monitor, document, measure, report and adjust learning, as necessary. Assessment is the ongoing process of gathering evidence for and of learning. This evidence will be used to both 'feed forward' and 'feedback' to the learners. Assessment will reflect the best practice that supports the learner and the teacher in the promotion of student achievement.

At Hills, we believe assessment is integral to all teaching and learning. It is central to the Secondary Curriculum, which guides students through the acquisition of subject-specific knowledge and skills, the understanding of concepts, and the development of approaches to learning. Students are assessed based on the Australian Curriculum in the areas of Knowledge and Understanding, and Application of Skills, utilising a five-point scale.

It is important that feedback is provided with the learning process and the development of the concepts to inform further learning. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking as well as skills-based learning.

Effective assessment within Secondary integrates assessment 'for,' 'of' and 'as' learning. Highly effective assessment includes, but is not limited to, the following characteristics:

- **Authentic:** supports students in making connections to the real world and promote engagement.
- **Clear and specific:** Including learning goals, success criteria and the process students use to learn based on the Pedagogical Framework of The New Art and Science to Teaching- Marzano
- **Varied:** Using a wide range of tools and strategies that are fit for purpose to build students so that they are informed learners.
- **Developmental:** Focussing on the individual student's progress rather than their performance in relation to others.
- **Collaborative:** Engaging both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompassing ongoing dialogues about learning.
- **Feedback to feed forward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

## Types of Assessment

The assessment of students' development and learning is the essential component of the curriculum and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At Hills, the learning environment teacher employs a range of formative and summative assessments which demonstrate a student's achievement.

### *Formative assessment:*

Provides information that is used to place the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Assessment 'for' and 'as' learning aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding; foster self-motivation and enthusiasm for learning; engage in thoughtful reflection; develop the capacity for students to self-assess and recognise the criteria for success.

### *Summative assessment:*

Assessment 'of' learning aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously; it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students toward action.

At Hills International College, students are provided with a range of methods and approaches to gather information about student learning. They record this information using a variety of tools.

Teachers use a range of methods to document evidence of student learning and understanding. This, at times, includes video, audio, photographs, and graphic representations. Teachers also have written records of standard conversations, comments, explanations as well as annotated pieces of students' work that form part of a student portfolio.

## Reporting

Reporting assessment at Hills International College includes communicating what students know, understand, and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all parties.

Reporting to parents and students occurs through:

- Term Report Cards
- Semester Report Cards
- Parent / Teacher Interviews
- Parent Communication – throughout the course of anyone term (checkpoint feedback when required)

## Parent-Teacher Interviews

Parent-teacher interviews are held at the beginning of Term 2 and the beginning of Term 4. These interviews allow teachers an opportunity to share with parents how their child is undertaking the learning experiences. It also allows the teacher to share with families areas of strength and development for their child across all Subjects/Disciplines undertaken within the prescribed Australian Curriculum areas. This is done through the gathering and use of work samples, assessment data, and anecdotal notes. Interviews can also be requested by the classroom teacher at any stage throughout the year and through the Semester 1 report card.

## Semester Report Cards

Semester report cards are a record of achievement for students at a point in time. These are provided for the Parents at the end of Terms 2 and 4. Learning Environment Teachers, through professional judgement and collaborative moderation processes, make balanced judgements of how students' work matches the achievement standards of the Australian Curriculum. These reports are a formalised record of learning, achievement and student progress for parents, students and Hills International College in all Subjects/Disciplines undertaken within the prescribed Australian Curriculum areas. A general comment is provided which summarises the learning experiences/outcomes undertaken within each assessment. Semester report cards are issued twice yearly, at the end of Semester One and Semester Two.

## Parent Communication

Teaching and learning experiences are shared with parents in a variety of diverse ways, including, but not limited to:

- Parent Information Evenings
- Parent Engagement Sessions – on a needs basis with a variety of Staff Members if and as required
- Phone calls and emails sent home – on a needs basis if and as required

## Standardised Assessment

Standardised assessments are used as part of the whole school assessment policy to gain further information about the student as a learner, and about the efficacy of learning programs. The types of assessment used in the school are many and varied.

Standardised assessments are specifically used for the following reasons:

- to inform teaching and learning
- to provide information that shows growth over time
- to inform decisions about programs
- To allow the Education Support Team to work with classroom teachers to determine those students who may need more support.

This information is used alongside other assessment information, including classroom work samples, anecdotal notes, observations, and classroom assessment to determine those students who will access support from Educational Support.

## Assessment Differentiation:

It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities provided. There should be a variety of activities and resources that match the goals and methods of the learner and are relevant to their skills and knowledge. Assessment tasks are required to be challenging to provide opportunities for all students to demonstrate their knowledge that matches their learning style. The assessment should be open-ended, and the student is to have the opportunity to be able to negotiate with the teacher the presentation mode.

## Feedback:

Effective feedback is an incredibly valuable tool to improve student outcomes. It enables our learners to identify the next steps to progress through their learning, allowing autonomy, ownership, and self-regulation. For assessment to function formatively, the feedback must be used to inform teaching and learning choices, and as the impetus to adjust strategies if needs be.

## Student Information:

Students are provided with a Declaration of Authenticity for acknowledgement at the beginning of the College Year. This is an online form whereby students understand the need to submit learning outcomes which reflect their own learning. This negates any form of plagiarism or collusion prior to the submission process. This procedure is also provided for our Parents to have knowledge of on our Hills College Website. Refer to Appendices 1 & 2

## Request for Extension:

There are times when Students will be requiring an extension for their assessments. This form can be accessed from the Subject Teacher and must be given approval by the Subject Teacher. Parents need to also be informed of this process, and they need to also acknowledge the extension. If the extension is not given by the Subject Teacher for a particular reason, the student may appeal this process with their Head of Faculty (HOF) or Head of Secondary (HOS).

## Assessment Review:

This is undertaken as a Faculty Team as reflection of the Assessments undertaken by the students. This formal process provides feedback for Assessment Review for the upcoming year. Refer to Appendix 4



# APPENDIX 1: Assessment Procedure 2025 (Student Information Simplified)

## Year 7 - 10 Assessment Procedure 2025

	<u>Checkpoint</u>	<u>Final</u>
<u>Description</u>	<ul style="list-style-type: none"> <li>Used to check student progress and provide feedback.</li> <li>Drafts are mandatory.</li> <li>Used to ensure students have commenced the assessment and following correct processes.</li> <li>Feedback will be provided and advice pertaining to the achieved standard at that stage of the assessment.</li> <li>A draft should contain the entire response to the assessment so allow for effective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Completed task along with task sheet and any other requirements (i.e. log-book, drafts, portfolios)</li> <li>Turnitin report provided if stated on task sheet.</li> </ul>
<u>Due Date</u>	<ul style="list-style-type: none"> <li>Assessment details will be stated on TASS Calendar by end of week 2</li> </ul>	<ul style="list-style-type: none"> <li>Recorded on TASS calendar by week 2</li> </ul>
<u>Submitted to</u>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> </ul>
<u>Submission Procedure</u>	<ul style="list-style-type: none"> <li>As per teacher direction/direction on front cover of the task sheet</li> <li>Hard copy or electronic copy</li> </ul> <p><b>Hard Copy:</b></p> <ul style="list-style-type: none"> <li>Submitted to learning environment teacher by the due date</li> <li>Student's name is clearly labelled</li> <li>If granted, an extension form is submitted in place of the draft</li> </ul> <p><b>E-Copy Upload to Microsoft Teams (Turnitin on teams)</b></p> <ul style="list-style-type: none"> <li>Uploaded before or on the due date</li> </ul>	<p><b>Hard Copy:</b></p> <ul style="list-style-type: none"> <li>Submitted to the learning environment teacher by the due date during the scheduled timetabled teaching and learning session</li> <li>Student's name is clearly labelled</li> <li>If granted, an extension form is submitted in place of Final</li> <li>If the teacher is absent and a hard copy is required, it will be submitted to the HOF for that subject</li> </ul> <p><b>Upload to Microsoft Teams (Turnitin on teams)</b></p> <ul style="list-style-type: none"> <li>Uploaded by the due date</li> <li>If granted, a scan of extension form should be submitted in place of assessment</li> </ul>
<u>Submission Time</u>	<ul style="list-style-type: none"> <li>During the Teaching and Learning Time for the subject on the due date or before 3.20 p.m. if there is not a class that day or class teacher absent.</li> <li>By the due date/time on Microsoft Teams / Turnitin.</li> </ul>	<ul style="list-style-type: none"> <li>During Teaching and Learning Time for the subject on the due date or before 3.20 p.m. if there is not class that day or class teacher absent</li> </ul> <p>By the due date/time on Microsoft Teams (Turnitin on teams)</p>
<u>Requirements not met</u>	<p><b>Class Teacher:</b></p> <ul style="list-style-type: none"> <li>Emails a notification to the HOF with a list of any non-submissions and unsatisfactory drafts before 8.30 a.m. the following day</li> <li>Notifies the parent that the draft has not been submitted by the student</li> <li>Continues to work with students and continues to actively remind / reinforce due dates with class</li> </ul>	<p><b>Class Teacher:</b></p> <ul style="list-style-type: none"> <li>Emails a notification to the HOF with a list of any non-submissions before 8.30 a.m. the following day</li> <li>Notifies the parent that the final has not been submitted by the student</li> <li>Continues to work with students and continues to actively remind/reinforce due dates with class</li> <li>Record in TASS</li> </ul>

<a href="#">Absence</a>	<ul style="list-style-type: none"> <li>• Student submits via friend, family or electronically to classroom teacher before 3.20 p.m. as per teacher direction</li> <li>• A hard copy is to be submitted upon return to school (if necessary)</li> <li>• An examination to be undertaken that day will be undertaken upon return with a comparable assessment type if absent</li> </ul>	<ul style="list-style-type: none"> <li>• Student submits via friend, family or electronically by 3.20 p.m.</li> <li>• A Hard copy (if needed) is to be submitted upon return</li> <li>• Exemption may be given by the Learning Environment Teacher and HOF if there are extenuating circumstances.</li> <li>• A medica certificate if absent for an examination is required when the student returns to the College</li> </ul>
<a href="#">Extensions</a>	<ul style="list-style-type: none"> <li>• As per teacher direction – HOFs to issue / YLCs to be notified</li> <li>• Issued via an Extension Request procedure</li> <li>• Extension form should be submitted in place of the draft</li> </ul>	<ul style="list-style-type: none"> <li>• Issued via Extension Request procedure</li> <li>• Extension form should be attached to the Final</li> </ul>
<a href="#">Turn-around of task</a>	<ul style="list-style-type: none"> <li>• Returned within a reasonable timeframe</li> </ul>	<ul style="list-style-type: none"> <li>• Results available to student within two (2) weeks</li> </ul>
<a href="#">Consequences</a>	<ul style="list-style-type: none"> <li>• 1 period given to address the requirements of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Non-submission: Draft is marked. If there was no draft submission, No Credit is awarded</li> <li>• If stated on ISMG, an E is awarded for no evidence provided.</li> <li>• Examination not undertaken, no credit is also awarded</li> <li>• <u>Documentation uploaded onto TASS.</u></li> </ul>

- *Extension Forms for planned absences must be handed in four (4) days before due date to class teacher and can be obtained from HOF. Other extension requests must be received prior to the assessment date.*

## APPENDIX 2:

*Name:* \_\_\_\_\_

### Assessment Declaration of Authenticity 2025

The purpose of this form is for you to agree to all the following statements regarding the submission of Assessments throughout the course of this coming year 2025. Assessments are vital to providing information required for mandatory reporting. Please read the following statements and acknowledge with a 'yes' to indicate that you have FULLY understood these statements.

1. Yes, I declare that this assignment / assessment is my own assessment and demonstrates my own abilities and knowledge and does not involve plagiarism or teamwork other than what is authorised within the assessment task for this unit.
2. Yes, I have taken proper and reasonable care to prevent this assessment from being copied by another student
3. Yes, I declare that I have not collaborated with another person on the assessment outcomes that is intended to be completed individually in a learning environment setting.
4. Yes, I declare that I have not contracted another person to do the assessment for me or allowed another person to edit and substantially change my assessment submission
5. Yes, so that my teacher of this subject can properly assess my assessment, I give this person permission to provide a copy to another member of Hills College Staff for the purpose of cross checking and moderation and to take steps to authenticate its originality.
6. Yes, By not being in attendance on a day when an Examination is being undertaken, I know that I MUST email my teacher to inform them of my absence. I am also aware that I will undertake a comparable examination upon my return. A medical certificate will be required upon my return and if this is not forthcoming, I WILL receive a NC for that assessment.
7. Yes, I intend to apply the College LAWS to my learning at Hills College 2025

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

## APPENDIX 3:

### REQUEST FOR ASSESSMENT EXTENSION APPLICATION

Complete the details outlined on this form.

Submit this form on the due date to teacher in place of the assessment piece.

#### Section One – Student Details To be completed by student

First name: \_\_\_\_\_ Surname: \_\_\_\_\_

Year Level:             7             8             9             10             11             12

#### Section Two – Course and Assignment Details To be completed by student

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assignment Number/Name: \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_ Extension Request Date: \_\_\_\_\_

Reason for Extension Request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please attach documentary evidence in the form of a medical certificate or note from parent/caregiver if applicable.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Section 3 – Response to Request of Assignment Extension To be completed by subject teacher

Has the student already had an extension for this assignment?             Yes             No

Has the student applied four days prior to the due date?             Yes             No

Has a medical certificate or documentation been supplied?             Yes             No

Is the student seeking more than one week?             Yes             No

If so, approval must be granted after speaking with Head of Faculty and/or Executive Head.

Not approved\*

Approved to Date: \_\_\_\_\_

Comments by subject teacher: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

\*If assessment extension is not approved by subject teacher, the student may appeal the decision to the Head of Faculty and/or Head of Secondary. They will make their decision after speaking with the subject teacher. See Section 4.

**This section is only needed if the extension is rejected by the learning environment teacher**  
**Section 4 – Appeal to Head of Faculty (HOF)/Head of Secondary (HOS)**  
**To be completed by the Head of Faculty/Head of Secondary**

Has the Head of Faculty/HOS met with student?  Yes  No

Has the Head of Faculty/HOS met with the subject teacher?  Yes  No

Not approved  Approved to Date: \_\_\_\_\_

Reason given for granting approval:

Compassionate grounds  Illness

Problem with materials  Other

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of HOF/Head of Secondary: \_\_\_\_\_ Date: \_\_\_\_\_

**Office use only**

- One copy to student's file
- One copy to subject teacher

## APPENDIX 4:



## Hills International College

### Assessment Audit 2025

<u>Assessment No. / Year Level</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>Additional Comments</u>
<u>Year 7</u>	(refer to comments below)								
<u>Year 8</u>									
<u>Year 9</u>									
<u>Year 10</u>									
<u>Year 11</u>									
<u>Year 12</u>									

#### Additional Support: *ways forward 2026*

- What pieces were successful? (differentiated enough for all learners, provided opportunities to improve, enabled developing through to extending / various pieces)
- Were there opportunities for reflection for learning? (criteria? / written comments?)
- Acknowledgement of the outcomes / elaborations from the curriculum / met the objectives of the unit
- Number of assessments? / interdisciplinary opportunities? /
- Reflection from Student / Parent Feedback if made available