

## Policy Statement

Assessment and reporting are integral to planned approaches to teaching and learning. Their purpose is to promote a positive attitude to learning and assist the improvement of student learning by:

- allowing students to confirm what they have learned and ascertain where improvement may be needed through continuous and ongoing feedback
- providing a record of student achievement
- informing teachers of areas where additional assistance is needed
- providing a basis for program evaluation and continuing curriculum improvement
- developing a sense of partnership in learning among parents/guardians, teachers and students.

All Government school are required to issue report cards to parents twice a year and to offer interviews to parents to discuss their child's progress.

Guidelines		Program	
1.1	Teachers use a <b>variety of strategies</b> using multiple sources of information in teaching programs, in order to make both formative and summative assessments.	2.1	Assessment methods which teachers may use include: projects, portfolios, performance observations, product observations, student/teacher discussions, classroom demonstrations, peer assessments, self-assessments, Common Assessment Tasks (CATs), School Assessed Coursework (SACs), School Assessed Tasks (SATs), tests and assignments.
1.2	Students will receive <b>regular feedback</b> about their achievement of performance on criteria and learning outcomes, their attitudes to learning and ways whereby their learning can be further improved.	2.2	Reporting to students will include regular feedback on a selection of the following: assignments, tasks, practical work, student responses and comments, journal responses, written reports and oral feedback formally and informally.
1.3	<b>Accurate, reliable and ongoing records</b> will be kept which demonstrate a variety of ways of observing student learning.	2.3	Records of student achievement throughout the semester will be documented on Daymap by teachers.
1.4	Teachers will <b>cater for diversity</b> in their curriculum planning.	2.4	All teachers will cater for diversity including: gender perspectives, students at risk of not completing their secondary education, Koorie students, gifted students, EAL students and students with disabilities and impairments.
1.5	Students with disabilities and impairments will have <b>reasonable adjustments</b> in assessment and reporting where appropriate.	2.5	The Learning Enhancement Coordinator will assist in the development of programs and assessment and reporting guidelines in line with Department of Education and Training (DET) guidelines on how best to cater for students with disabilities and impairments.
1.6	Teachers make <b>assessments of students against common achievement standards.</b>	2.6	Teachers will complete assessments about student achievement in relation to: <ul style="list-style-type: none"> <li>(i) Victorian Curriculum</li> <li>(ii) on-balance Victorian Curriculum judgements on ILPs</li> <li>(iii) VCE outcomes</li> <li>(iv) VCAL competencies</li> <li>(v) VET competencies.</li> </ul>
		2.6.1	On-balance professional judgements may be based on a selection of assessment strategies, for example: classroom observations, tests, work folios, work products, projects, journals, reports, productions, presentations, records of interviews or performance, student self-assessment and student evaluations.
		2.6.2	On-balance judgements as to whether students have demonstrated particular standards will be made by teachers. They will exercise their professional judgement about the relative weight of the evidence collected in accordance with current Victorian Curriculum/VCAA guidelines.

<b>Guidelines</b>	<b>Program</b>
<p>1.7 Teachers make <b>assessments of student attainment against published competencies</b>.</p>	<p>2.7 Data will be collected to make judgements about student achievement in relation to Student Talent Program competencies.</p>
<p>1.8 <b>Learning outcomes</b> form an integral part of assessment and reporting as well as curriculum planning and delivery.</p>	<p>2.8 A common understanding of the Victorian Curriculum and links to each learning outcome will be developed by teachers within each Domain. A formative judgement will be made about each student's achievement in relation to the Victorian Curriculum strands based on the outcomes demonstrated. This may be achieved by teachers discussing their assessment of a student's work, developing assessment criteria together and teaching courses as described in Domain handbooks.</p>
<p>1.9 Domains may use <b>graded assessment tasks</b> as determined in Years 7-10. These will be linked with Victorian Curriculum outcomes wherever possible.</p>	<p>2.9 Assessment tasks may be graded as follows:                      0-49% Unsatisfactory                      50-59% Nominal pass                      60-69% Pass                      70-79% Credit                      80-89% Distinction                      90-100% High distinction                      NA Not Assessed                      NC Not Completed</p>
<p>1.10 <b>Due dates and late work.</b>   <i>(The Later Years Procedures Handbook contains specific, further advice for years 10-12 students).</i></p>	<p>2.10 Students will be notified of <b>due dates for the submission of work</b>, in writing and on Daymap. Preferably, this date will have been negotiated with the class.</p> <p>2.10.1 <b>Extensions of up to a week</b> may be given when student absence has occurred and there has been parental contact. In this case the work is still graded in the normal way.</p> <p>2.10.2 <b>Resubmission of work/Late work</b>                      If work is resubmitted or doesn't meet the due date deadline it may still contribute to the student achieving the learning outcome. In this case the reported grade will be 'NA – Not Assessed', but the work can still be scored or assessed in other ways for the purposes of student feedback.</p>
<p>1.11 Ongoing <b>continuous reporting</b> of student achievement occurs in every subject.</p>	<p>2.11 All continuous reporting is completed electronically, on Daymap.</p> <p>2.11.1 Continuous reports include:</p> <ul style="list-style-type: none"> <li>• written feedback that outlines what the student has achieved against the common criteria (or rubric) and outlines ways in which the student can improve in the future</li> <li>• a score for the task, and</li> <li>• a grade using the 'Assessment Tasks' grading type for Years 7-10 or 'S' or 'N' for VCE.</li> </ul> <p>2.11.2 Continuous reports will cover:</p> <ul style="list-style-type: none"> <li>• CATs in Years 7-10 subjects – three to four CATs per semester</li> <li>• SACs and SATs (including VET) in Year 11-12 subjects</li> <li>• VCAL- Learning Tasks</li> </ul>

# Assessment and Reporting Policy



Guidelines	Program
1.12 <b>Summary Reports</b> will be completed at the end of each semester (June and December).	2.12. A summative judgement will be made about each student's achievement in each subject in relation to the Victorian Curriculum strands/VCE Outcomes/VET/VCAL Competencies based on the outcomes demonstrated.  2.12.1 This judgement will be recorded and reported to parents/guardians on Daymap.  2.12.2 Staff will be provided with detailed instructions and any necessary induction to the reporting process.
1.13 <b>Interim reports</b> will be distributed at the end of Term 1 and in Term 3.	2.13. Interim reports will detail student progress against learning behaviours.  2.13.1 Completed reports will be available on Daymap. 2.13.2 Interim reports will provide the basis for Parent Student Teacher Conferences.
1.14 <b>Parent / Student/ Teacher Conferences</b> will be held in both Semester 1 and 2.	2.14 Information for the Conferences will circulate in the newsletter, on the web/intranet and through the Parent Teacher Online (PTO) system.  2.14.1 Appointments will be made through the PTO on-line booking system.

## Links

This policy is developed under Department of Education and Training (DET) guidelines for Student Learning.

All details can be accessed at the DET website:

<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

## Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as required by developments in relevant legislation.

<b>Policy drafted by:</b>	Curriculum Committee 2010
<b>Date ratified by School Council:</b>	September 2010
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