

## 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 reports to parents twice a year and to offer opportunities 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, tests, exams and assignments.
1.2 Students will receive <b>regular feedback</b> about their progress, their attitudes to learning and ways whereby their learning can be further improved.	2.2 Reporting to students will include regular feedback on a variety of tasks and via standardised reports,
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 and assessment programs.	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 Leader will support 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 In Years 7-10, teachers make <b>assessments of student learning against the Victorian Curriculum achievement standards.</b>	2.6 In each subject teachers complete assessments and report on student achievement in relation to the Victorian Curriculum achievement standards.
	2.6.1 These assessments and reports will be referred to as ASAs (Achievement Standard Assessments).
	2.6.2 The number of ASAs for a subject in a semester is equal to the number of periods per week on the timetable.
	2.6.3 ASAs will be assessed using a common, developmental rubric based on the achievement standards.
	2.6.4 ASAs will be reported on within two weeks of their due date.
	2.6.5 ASA reports will include: (i) the assessment rubric (ISMG) (ii) written commentary on what the student was able to demonstrate (iii) written commentary on what the student needs to work on to improve in the future.

Guidelines	Program
1.7 In Years 7-10 teachers will use summative assessment where and when appropriate.	2.7 Summative assessments might be in the form of tests, exams, quizzes, essays or assignments. 2.7.1 Feedback to students should be given as soon as is practical. Research shows that feedback is increasingly ineffective the later that it is delivered after the task. 2.7.2 Feedback may be written or verbal. It may be given via Daymap. 2.7.3 Feedback on Years 10-12 Semester exams must be via Daymap.
1.8 VCE teachers make assessments and report back on SACs and SATs (including VET) in Year 11-12 subjects	2.8 Timelines will be published on Daymap prior to the semester commencement 2.8.1 SAC/SAT Assessments will be based on rubrics based on Course Advice 2.8.2 Feedback to students will be provided within 2 weeks of submission 2.8.3 Daymap reporting obligations – SAC/SAT Reports will include: (i) the assessment rubric (ii) written commentary on what the student was able to demonstrate (iii) written commentary on what the student needs to work on to improve in the future.
1.9 Teachers make assessments <b>of student attainment against published competencies</b> for: - VCAL Subjects, - VET Subjects, and - Student Talent Program subjects.	2.9. Data will be collected to make judgements about student achievement in relation to Student Talent Program competencies. 2.9.1 Students will receive Semester reports for VET and VCAL subjects detailing their achievement of relevant competencies.
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>	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. 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 marked in the normal way. 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.

# Assessment and Reporting Policy



Guidelines	Program
1.11 Ongoing <b>continuous reporting</b> of student achievement occurs in every subject.	2.11 All continuous reporting is completed electronically, on Daymap.
1.12 <b>Semester 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/carers on Daymap. 2.12.2 Teachers 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.
1.14 <b>Opportunities for Parent Student/ Teacher meetings</b> will be provided in both Semester 1 and 2.	2.14 Information for the meetings will circulated in the newsletter, on the web/intranet and through the Daymap. 2.14.1 Appointments will be made through Daymap.

## 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:

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-effective.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
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