



Assessment and Reporting Policy

Purpose

This policy describes the rationale for monitoring, evaluating and reporting of student achievements and progress. The document also provides clarity to staff, students and parents about the requirements for assessment and reporting at Whittlesea Secondary College from Year 7 through to Year 12.

Scope

This policy refers to student assessment and reporting and acknowledges the direct relationship between assessment, learning and teaching. It applies to students and staff teaching Years 7-12 including VCE, VCE VM and VET subjects.

Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on credible evidence of student learning to make informed judgements to improve future student learning and teaching practice.

Reporting is both summative, for example, in a formal report and/or formative in the form of feedback provided to students. Reporting is the process by which assessment information is communicated to the students, parents, and the Department of Education. This information will inform recommendations for future learning and teaching.

Policy

At Whittlesea Secondary College, assessment and reporting will focus on individual progress, taking into account that students vary in their point of need.

Assessment will:

1. Identify appropriate standards and the criteria used for measuring student achievements and progress against these appropriate standards.
2. Address all modes, strands and sub-strands of the curriculum as a school as set out by the Victorian Curriculum, the VCAA and Registered Trade Organisations.
3. Ensure that different learning styles and needs are catered for through a range of methods of assessment.
4. Acknowledge that assessment needs to be adaptive according to the requirements of differing curriculum areas.



5. Provide information on student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice. (Assessment for learning)
6. Provide ongoing, constructive feedback and opportunities for student reflection and/or self-assessment or peer- assessment to support future learning. (Assessment as learning)
7. Provide information about what students have learnt in relation to the curriculum. (Assessment of learning)
8. Assessment tasks will be created using the following Whittlesea Secondary College guideline for subjects and learning domains across the school. (Refer to Appendix 1)

Feedback:

Our feedback model will consist of 4 elements:

1. Strengths (what they did well)
2. Areas for improvement (what they can improve on)
3. Specific Actions/Strategies required to address areas for improvement (how the student can improve)
4. Results either illustrated in a marked rubric and/ or a percentage if applicable, for example in VCE.
5. Consistent Approach to Feedback for students in Year 7-12:
6. Refer to Appendix 2 for example of feedback

Reporting will:

1. Identify appropriate standards and the criteria used for measuring student progress against these appropriate standards, including the Victorian Curriculum, Registered Trade Organisations and the VCAA.
2. Provide information on the student's stage of learning compared to their notional year level.
3. Report on the major assessment tasks and the student's level of achievement.
4. Provide an indication of the student's learning behaviours in accordance with College values.
5. Report the attendance level of students as a percentage.

The following can be used as a style guide for writing written comments to students, and within Canvas and Compass. Comment banks may be created to make the process more streamlined. (Refer to Appendix 3)

- Comment on what the student has achieved
- Provide actional steps for future improvement
- Endeavour to provide feedback within 2 weeks past the submission of the students work/ completion of the assessment task with allowance for any Learning Outcomes that need to be moderated.



Related Legislation, Regulations, Policies, & Procedures

Victorian Curriculum (VC) - <https://victoriancurriculum.vcaa.vic.edu.au>

Victorian Curriculum and Assessment Authority (VCAA)

Department of Education and Early Childhood Development

www.education2.vic.gov.au , <https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy>

Australian Qualifications Framework (AQF)

Australian Quality Training Framework (AQTF) Australian Curriculum Assessment and Reporting Authority www.acara.edu.au

VRQA. <https://www.vrqa.vic.gov.au/schools/Pages/standards-guidelines-requirements-for-schools.aspx>

FISO - <https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/approaches-by-organisation/victoria-government-schools/about-fiso/>

Evaluation Period

Policy last reviewed school council	Dec 2022
Next review date	Feb 2025



Appendices:

Appendix 1

Notional year level of students in class and stage of learning	Minimum number of Learning Outcomes per semester	Total number of Learning Outcomes for year	Minimum feedback provided on online learning management systems
7 Explore	3	6	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
7 Explore	3	NA	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
7 Explore	2	NA	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
8-10 Evolve elective subjects	3	NA	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
8-10 Maths and English subjects	3	6	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
10 Evolve PreVCE subjects	3	6	<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Victorian curriculum level (for each semester report)
VET year 1 and 2 subjects Emerge subjects	As per Registered Trade Organisation Units of Competency		<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Satisfactory or not satisfactory grade Continuous feedback through provider or RTO
VCE and VCE VM Unit 1 to 4 Emerge subjects	As per the study design, minimum one task per outcome		<ul style="list-style-type: none"> Written comments for each Learning Outcomes AND/OR graded rubric Percentage grade



Appendix 2

Example of specific, actionable feedback:

An example of specific and actionable feedback for a VCE student is below. Feedback should be linked to the key knowledge and key skills in the Study Design, with reference to the task itself.

D, in Outcome 2, your main strengths were:

- Using and defining key terms such as autocratic and partnership.
- Using sign posting language to structure your answers so that they are easy to read.

Main areas to focus on for improvement:

- Making application of the theory by providing examples
- Responding to the more complex task words such as evaluate and analyse

In order to improve your results in the areas for improvement mentioned, you should:

- Complete some practice exam questions with the task words “evaluate” or “analyse” and read the examiner’s feedback and seek feedback from your teacher.
- Make notes on and revise the case study materials provided during the unit. You can also do your own research on businesses as extension work.

Result:	85%
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Appendix 3

Reporting on learning behaviours in end of semester reports: examples of behaviours from students.

Consistently	<ul style="list-style-type: none"> Brings equipment and uses it appropriately Engages in discussion with the teacher and other students 	<ul style="list-style-type: none"> Helps others with their tasks Uses time efficiently 	<ul style="list-style-type: none"> Ask for feedback or extension Hands in all tasks by the due date
Mostly	<ul style="list-style-type: none"> Active listening and or questioning during the lesson 	<ul style="list-style-type: none"> Attempts work and activities and participates in class 	<ul style="list-style-type: none"> Hands in all work, although sometimes late
At times	<ul style="list-style-type: none"> Attempts work in class Brings or borrows the required equipment Asks some questions and asks for feedback 	<ul style="list-style-type: none"> Begins work with teacher prompting Occasionally uses device inappropriately 	<ul style="list-style-type: none"> Hands in work, although frequently late
Not yet	<ul style="list-style-type: none"> Equipment not brought to the lesson Frequently disrupts the learning of others 	<ul style="list-style-type: none"> Frequently talks during instruction/ application Frequently uses device inappropriately 	<ul style="list-style-type: none"> Does not hand in work
Sub category	Ready for learning	Effectively uses class time for learning	Completes set tasks
Category			

Reporting on learning outcomes for end of semester reports:

Outstanding	At this level, the student presented work that shows skills and knowledge beyond the requirement of the task and outperformed their peers or themselves (
Excellent	The student has achieved an outcome that meets all requirements and is at their level and would be an example to another student of the standard required or would be able to instruct a peer to solidify their knowledge
Very good	The student has achieved an outcome that meets requirements and is at their level
Good	The student completed the task at their level in its entirety
Satisfactory	The student completed the minimum requirements of the task
Needs improvement	The student applied feedback and improved their work to meet some of the requirements of their level
Unsatisfactory	The student applied feedback and improved their work to meet the requirements below their level
Sub category	



Reporting on learning behaviours for progress reports:

Always (100)	Begins the task on their own accord	Seeks additional enrichment using scholarly digital resources	Refines personal goals and continues to achieve personal best	Has charged laptop, stationary, books and completed homework	Assists others to stay on track and be respectful	Seeks enrichment and feedback to improve and exceed own expectations
Mostly (80)	Will engage without prompting	Uses digital resources meaningfully for school work	Holds self accountable to own goals	Brings their required equipment	Respects the learning environment	Seeks further feedback from teacher and applies this to future tasks
Usually (60)	Requires some prompting to engage	Usually uses digital resources appropriately	Sets own goals to improve	Brings most of their equipment	Listens to instructions and other students	Improves work based on feedback and remembers this for future tasks
Sometimes (40)	Frequently requires prompting to engage	Needs prompting to use digital resources appropriately	Will try to improve and meet the class goal	Brings some items required for class	Will respond to requests to correct behaviour	Uses feedback to improve work
Rarely (20)	Has engaged sometimes	Often needs prompting to use digital resources appropriately	Attempts work	Often borrows equipment from teacher or student	Often needs intervention to correct behaviour	Reads feedback without applying it
Never (0)	Has not engaged in the subject	Often uses device inappropriately	Often, does not attempt	Does not come to class with equipment	Often disrupts the learning of others	Does not read or listen to feedback
NA	This assessment could not be made due to, for example, poor attendance	This assessment could not be made due to, for example, poor attendance	This assessment could not be made due to, for example, poor attendance	This assessment could not be made due to, for example, poor attendance	This assessment could not be made due to, for example, poor attendance	This assessment could not be made due to, for example, poor attendance
Sub category	Actively engages in activities	Uses digital resources effectively	Strives for Personal Best	Brings all equipment ready to learn	Respects the learning environment	Applies Teacher Feedback
Category	Application	Application	Application	Attitude	Attitude	Achievement