



Assessment and Reporting Policy

Rationale

Whittlesea Secondary College is committed to supporting high quality teaching and learning through consistent and meaningful assessment and reporting practices. Effective assessment enables teachers to monitor student learning, identify individual strengths and areas for improvement, and plan teaching that supports ongoing student growth and achievement.

Assessment and reporting provide students and their families with clear information about progress against the Victorian Curriculum, VCE, VCE VM and VET requirements. These processes support students to reflect on their learning, set goals and take an active role in improving their outcomes.

Purpose

The purpose of this policy is to ensure that assessment and reporting practices at Whittlesea Secondary College:

- support student learning and achievement
- align with the Victorian Curriculum F–10, VCE, VCE VM and VET requirements
- provide accurate and timely information about student progress
- inform teaching practice and curriculum planning
- meet Victorian Department of Education requirements for assessment and reporting.

Scope

This policy applies to all teaching staff and students at Whittlesea Secondary College across Years 7–12, including:

- Victorian Curriculum F–10 subjects
- VCE
- VCE Vocational Major (VCE VM)
- Vocational Education and Training (VET) programs delivered through Registered Training Organisations (RTOs).

Definitions

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting evidence of student learning to make judgements about student achievement and inform future teaching and learning.

Assessment includes:

- **Assessment for learning** – ongoing formative assessment used to guide teaching and support learning
- **Assessment as learning** – students reflecting on and monitoring their own learning
- **Assessment of learning** – summative assessment used to determine student achievement against standards.



Reporting

Reporting is the process of communicating student achievement and progress to students, parents and carers.

Policy

Assessment Principles

Assessment practices at Whittlesea Secondary College will:

1. Be aligned with the Victorian Curriculum F–10 achievement standards, VCE study designs, VCE VM curriculum and VET competency requirements.
2. Be embedded within teaching and learning programs and used to support continuous improvement in student learning.
3. Provide multiple opportunities for students to demonstrate learning using a variety of assessment methods.
4. Ensure assessment practices are fair, transparent and inclusive.
5. Provide timely, constructive feedback to students to support improvement.
6. Support teachers to monitor student learning growth and adjust instruction accordingly.
7. Be used to inform whole-school improvement planning and teaching practice.

Whittlesea Secondary College teachers will:

- design assessment tasks aligned with curriculum standards and learning outcomes
- provide clear assessment criteria and success criteria for students
- use a variety of assessment methods including:
 - written assessments
 - projects
 - presentations
 - practical tasks
 - examinations
 - performance tasks
 - teacher observation

Assessment practices will support diverse learners and include appropriate adjustments for:

- students with disability
- students with additional learning needs
- students learning English as an Additional Language (EAL).

Where appropriate, EAL students will be assessed using the Victorian Curriculum F–10 EAL achievement standards.



Feedback:

Effective feedback supports student learning and improvement.

Whittlesea Secondary College teachers will provide feedback that includes:

1. strengths demonstrated by the student
2. areas for improvement
3. strategies or actions the student can take to improve
4. results or achievement levels where appropriate.

Feedback will be provided in a timely manner and may be delivered through:

- written comments
- rubrics
- digital learning platforms
- verbal feedback during learning activities.

Reporting:

Whittlesea Secondary College will provide a **minimum of two formal written reports per year** to parents and carers in accordance with Department of Education requirements.

Reports will include information on:

- student achievement against the Victorian Curriculum F–10 achievement standards
- student progress relative to their notional year level
- achievement in VCE, VCE VM and VET subjects where applicable
- learning behaviours and engagement
- attendance information.

Additional communication with parents and carers may occur through:

- progress reports
- parent-teacher interviews
- learning management systems
- informal communication with teachers.

Recording and Monitoring Student Achievement:

Teachers will record assessment information in school-approved systems to ensure accurate monitoring of student progress.

The school will:

- maintain assessment data to support tracking of student achievement
- use assessment data to identify students requiring additional support or extension
- upload student achievement data to Department systems including **CASES21** where required.

School leadership will use assessment data to support:

- curriculum planning
- professional learning
- school improvement initiatives.



Assessment in Senior Secondary Programs

Assessment in VCE, VCE VM and VET programs will comply with requirements set by the Victorian Curriculum and Assessment Authority (VCAA) and relevant Registered Training Organisations (RTOs).

These requirements include:

- School Assessed Coursework (SACs) and School Assessed Tasks (SATs)
- competency-based assessment for VET programs
- adherence to study design requirements.

Responsibilities

Teachers

Teachers are responsible for:

- designing valid and reliable assessment tasks
- providing clear expectations and feedback to students
- recording and monitoring student progress
- reporting student achievement accurately.

Students

Students are responsible for:

- completing assessment tasks to the best of their ability
- engaging with feedback to improve their learning
- meeting assessment deadlines where possible.

College Leadership

College leadership is responsible for:

- supporting consistent assessment practices across the College
- monitoring assessment data to support student learning
- ensuring compliance with Department of Education and VCAA requirements.

Related Policies and Documents

- Victorian Curriculum F–10 (VCAA)
- VCE and VCE VM Administrative Handbook (VCAA)
- Department of Education – Assessment of Student Achievement and Progress Policy
- Department of Education – Reporting Student Achievement and Progress Policy
- Framework for Improving Student Outcomes (FISO 2.0)
- Victorian Registration and Qualifications Authority (VRQA) Minimum Standards.



Evaluation Period

Policy last reviewed	March 2026
Approved by	Principal
Next scheduled review date	March 2030



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
Year 7	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)
Year 7	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)
Year 7	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)
Year 8-10 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)
Year 10 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 use 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



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