



# Assessment and Reporting Policy

## Rationale

At Wallan Secondary College, assessment forms a crucial part of teaching and continual learning. Effective feedback is crucial to the learning process, and students receive constant feedback on their progress from class and subject teachers. All learning tasks appear on Compass and students and parents can access ongoing feedback on student progress. Assessment and reporting identifies exemplary performance as well as those areas in need of support and assistance.

## Aim

- ❖ To ensure that there is ongoing assessment, monitoring and recording of each student's performance and to provide each student and parent, access to accurate information about the student's learning.
- ❖ To assess school and student performance accurately and comprehensively against nation-wide standards.
- ❖ To improve student learning by accurately determining current performance, as well as areas of future need and development.
- ❖ To assist teachers in planning to the point of need and differentiating the curriculum for student learning.

## Policy Statement

- ❖ Assessment and Reporting practices will include both ongoing formative and summative assessment.
- ❖ Wallan Secondary College teachers will assess student and school performance against state/nation-wide standards.
- ❖ Formative and summative assessments are used to improve student learning by accurately determining current performance as well as future need and development.
- ❖ Wallan Secondary College reports accurately and comprehensively.
- ❖ Wallan Secondary College provides Continuous Online Reporting (COR) providing feedback immediately to the students and their parents/carers.

## Implementation

- ❖ Assessment and Reporting practices of the College are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.
- ❖ Wallan Secondary College assesses student achievement against the Victorian Curriculum.

- ❖ Assessment requires a mix of summative assessment (evidence gathered at the conclusion of a unit), and formative assessment (evidence gathered during the unit) to guide future learning. At Wallan Secondary College, ongoing assessment is used to focus teacher feedback alongside student self-assessment and reflection. Assessment is to guide future teaching.
- ❖ Students will receive frequent, constructive feedback that supports further learning.
- ❖ All students in Year 7 – Year 12 undertake Common Assessment Tasks which are assessed through a common rubric. The rubric outlines the dimensions of the achievement and the student's achievement in these dimensions, contributing to an overall result.
- ❖ As part of the review of the College curriculum, staff will develop a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, reading benchmarks, discussions and involvement in national standardised testing such as NAPLAN, PISA and VCAA Critical and Creative Thinking.
- ❖ Item analysis of NAPLAN results will focus both individual and cohort future learning.
- ❖ Wallan Secondary College uses Compass, an online school management system to record all assessment, observations and reflections.
- ❖ All staff use Compass to set work and communicate results to students and parents. This continuous reporting best facilitates the learning process, supporting student and parent awareness of standards achieved, issues to be addressed and new goals to be set.
- ❖ Teachers use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum.
- ❖ College staff participate in moderation involving work samples, so staff can apply consistent judgements of student progress against achievement standards across the school.
- ❖ College staff will develop Individual Educational Plans (IEPs) for students identified as needing additional learning support or a specific differentiated curriculum.
- ❖ The College assesses the achievements of students with Special Needs in the context of the Victorian Curriculum. IEPs contain learning goals for each student. Progress towards learning goals will be assessed and reported on to parents.
- ❖ The families of students on an IEP will be provided with the opportunity to attend a Student Support Group (SSG) meeting each term. A handover meeting will also be held at the conclusion of each year.
- ❖ Self-assessments and reflections by students is a component of the College assessment plan.
- ❖ Wallan Secondary College accurately reports achievement against the standards outlined in the Australian curriculum to the students, parents, other teachers and schools and the College Board and Council.

### **Parent Teacher Interviews**

Families are offered two formal opportunities to meet with their child's teacher:

- ❖ A 'Meet and Greet' meeting early in Term One; at which the teacher will discuss how their child has settled into the school year, areas of strengths and scope for improvement are discussed and documented.
- ❖ A mid-year parent/teacher interview at the end of Term Two.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

- ❖ Wallan Secondary College provides all required performance data to the community by means of an Annual Report.

### **Year 11 – 12 Assessment**

Course outlines for every unit taught as part of the VCE at Wallan Secondary College will be documented, highlighting:

- ❖ The relevant VCAA VCE Study Design Outcomes assessed and reported on.
- ❖ The topics/themes students will address
- ❖ A SAC calendar, clearly indicating to students and parents preferred dates for SAC assessment
- ❖ Clear definition of allocated marks, ensuring that they correspond with VCAA mark allocations for each outcome.

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the Study Design written by the VCAA. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

#### **Satisfactory VCE unit result:**

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily. Students must also adhere to the school's attendance requirements. *Refer to Wallan Secondary College VCE policy for more detailed information.*

To achieve an outcome a student must:

- ❖ Produce work that meets the required standard
- ❖ Submit work on time
- ❖ Submit work that is clearly his/her own
- ❖ Observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

#### **Not Satisfactory VCE unit result:**

The student receives N for the unit when one or more of the outcomes are not achieved because:

- ❖ The work is not of the required standard
- ❖ The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason including Special Provision
- ❖ The work cannot be authenticated
- ❖ There has been a substantial breach of rules including school attendance rules
- ❖ The student has not satisfactorily met the requirements of an 'at risk' and/or 'redemption' task

## **Units 1 and 2**

These units are assessed on the basis of work undertaken by students in connection with the learning outcomes. Part of demonstrating each outcome will be linked to formal pieces of assessment referred to as School Assessed Coursework (SACs). This will be part of the regular teaching and learning program and will be completed mainly in class time. Grades are determined by the school – the VCAA does not report graded results for Unit 1 and 2.

- ❖ All Unit 1 and 2 studies will assess level of performance in terms of satisfactory (S) or non-satisfactory (N) completion of outcomes

## **Units 3 and 4**

School assessed coursework (SAC):

- ❖ Assesses each student's overall level of achievement on the assessment tasks listed in the study design. The study design specifies a range of assessment tasks (e.g. assignment, essay, test, report in multi-media format) to assess the achievement of each of the unit's outcomes
- ❖ Is part of the regular teaching and learning programme
- ❖ Is completed mainly in class time, within a limited time frame.

A different task will be set as the SAC for each outcome every semester to avoid any chance of providing students with a level of advantage over others. All students of a particular subject in the same semester must be assessed on the same task. The exception is for students undertaking a redemption opportunity or those sitting the task at a different time due to an extension granted.

## **Continuous Online Reporting (COR) Introduced mid 2021**

In order to provide students and their families with the best possible feedback on assessment tasks, Wallan Secondary College will embark on Continuous Online Reporting (COR), a system that will allow parents and students to see the comments and results as soon as a task is marked.

The main benefit of Continuous Online Reporting (sometimes referred to as Progressive Reporting) is the timely manner in which parents are informed of their child's achievement. It is often seen as 'too late' at the end-of-semester for a parent to be formally notified of how their child has been performing. In addition, the added capacity to upload annotated copies of the student's work, include a copy of the assessment rubric and type limitless feedback comments to the student (visible also to parents), is seen as vastly more informative than the restrictive summary comments usually offered in a semester report.

This policy was ratified by the College Council of Wallan Secondary College:

Date: 20<sup>th</sup> October, 2020

Signature of Council President: By Poxy

Signature of College Principal:

