

ASSESSMENT AND REPORTING POLICY

Rationale:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. The primary purpose is to improve student learning. It should be based on how students learn and should be an integral part of curriculum development. Assessment provides useful information to report to parents on student achievement and improvement in relation to statewide or national standards (AusVELS).

Reporting is the process by which information gathered through ongoing assessment is communicated to help parents, students and staff to make decisions for future learning. All government schools are required to issue reports to parents twice a year and offer interviews to parents and carers to discuss student progress. Wallan Secondary College supplements these requirements with Student Progress Indicators (SPIs) and Interim Reports.

Aim:

To ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's learning.

Implementation:

- Wallan Secondary College staff accurately assess student achievement against Australian Curriculum and Victorian Essential Learning Standards (AusVELS) and the learning outcomes in the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) packages.
- Assessment will include:
 - summative assessment of learning - to determine and report on what the student has learned,
 - formative assessment - to guide future learning,
 - ongoing assessment to focus teacher feedback alongside student self assessment and reflection.
- All forms of assessment will guide future planning for lesson and learning opportunities for student, rather than simply reporting on student achievement.
- The College will develop a whole-school assessment schedule which will include a variety of assessment strategies, to provide multiple sources of information about student performance.
- The assessment schedule will include, but is not limited to, tests, assignments, projects, portfolios, performance observations, NAPLAN, On Demand and VCAA assessment tasks and examinations
- Wallan Secondary College will use XUNO and staff personal teaching chronicles to manage accurate recording of assessments and student outcomes.
- Staff will use the data collected to make judgements about, and report on, student achievement in the AusVELS, VCE, VET and VCAL.
- Staff teaching in the Senior School Program will participate in moderation; involving assessment criteria and annotated work samples to ensure application of consistent judgements of student progress against achievement standards as set by VCAA.
- All College staff will develop Individual Learning Plans (ILPs) for students identified as requiring additional learning support (Equity and others), those of Aboriginal/Torres Strait Islander descent and students who are identified as having English as an Additional Language (EAL) in consultation with students, parents and, where appropriate, with others having specific expertise.
- Self-assessments by students against individual learning goals will be a component of the College assessment program.
- Wallan Secondary College staff will participate in professional development focusing on the use of NAPLAN and On Demand data to improve the learning outcomes of all students.

- Staff will assess the achievements of students with disabilities in the context of AusVELS, VCAL, VET and VCE. This is incorporated into the ILPs for these students and staff ensures that work that has been modified is assessed accordingly.
- Students who are EAL students will have their progress in English reported against the English as an Additional Language (EAL) achievement standards.
- Wallan Secondary College staff will accurately report student achievement against the standards outlined in AusVELS, VCE, VCAL and VET to the students themselves, to parents/caregivers and to the Department of Education (DET).
- Each year Wallan Secondary College will provide parents and students with eight written student reports:
 - Four mid term SPIs
 - Two Interim reports
 - Two End of Semester reports.
- Student Progress Indicators (SPIs) are reported against the WSC Effort and Behaviour matrix (Appendix 1).
- Semester reports indicate student academic progress against AusVELS, VCE, VCAL and VET standards and progression points.
- Wallan Secondary College will provide two formal student/parent/teacher interviews per year, at the conclusion of Terms One and Three.
- Year 7, 8 and 9 students will participate in Student Led Conferences at the end of semester one as a part of the student self assessment and learning outcome reflection process.
- Wallan Secondary College will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) to gain information for staff, parents and students on students' progress in relation to AusVELS levels.
- Wallan Secondary College will provide all required performance data to the Department of Education (DET)

Assessment Schedule:

Report Timeline

2015

Semester One

It is crucial the following dates are strictly adhered to.

Any deviation from the dates will jeopardise the reporting process.

<u>TERM 1</u>	
Monday 9 th February	Student Progress Indicators Term 1 available for upload Term 1 Academic Reports available for upload
Wednesday 25 th February	Student Progress Indicators Term 1 due by 4pm
Friday 27 th February	Student Progress Indicators published and available via Student Management Tool
Monday 16 th March	Term 1 Academic Reports due by 9am
Wednesday 18 th March	Term 1 Academic Reports published and available via Student Management Tool
<u>TERM 2</u>	
Tuesday 14 th April	Student Progress Indicators Term 2 available for upload Semester One Academic Reports available for upload
Wednesday 13 th May	Student Progress Indicators Term 2 due by 4pm
Friday 15 th May	Student Progress Indicators published and available via Student Management Tool
Wednesday 15 th June	Semester One Academic Reports due by 9am
Wednesday 15 th June - Friday 19 th June	Proofreading Semester One Academic Reports Changes to be made by 9am Friday 19 th June.
Monday 22 nd June	Semester One Academic Reports collated, published and available via Student Management Tool

**Report Timeline
2015
Semester Two**

It is crucial the following dates are strictly adhered to.
Any deviation from the dates will jeopardise the reporting process.

TERM 3	
Monday 13 th July	Student Progress Indicators Term 3 available for upload Term 3 Academic Reports available for upload
Wednesday 12 th August	Student Progress Indicators Term 3 due by 4pm
Friday 14 th August	Student Progress Indicators published and available via Student Management Tool
Wednesday 9 th September	Term 3 Academic Reports due by 9am
Friday 11 th September	Term 3 Academic Reports published and available via Student Management Tool
TERM 4	
Monday 5 th October	Student Progress Indicators Term 4 available for upload Semester Two Academic Reports available for upload
Wednesday 4 th November	Student Progress Indicators Term 4 due by 4pm
Friday 6 th November	Student Progress Indicators published and available via Student Management Tool
Wednesday 9 th December	Semester Two Academic Reports due by 9am
Wednesday 9 th December - Friday 11 th December	Proofreading Semester Two Academic Reports Changes to be made by 9am Friday 11 th December.
Tuesday 15 th December	Semester Two Academic Reports collated, published and available via Student Management Tool from 5pm

Wallan Secondary College Assessment and Reporting Guidelines (Appendix 2)

Date of next review: February 2018

This policy was ratified by the Wallan Secondary College Council on	17 th February 2015
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Appendix 1:

Student Progress Indicators

What we are reporting against:

- **Applies effort to classwork** - this includes attempting all classwork and seeking assistance when required
- **Submits all work** - this includes classwork, assignments and other tasks as determined by the class teacher
- **Demonstrates preparedness to learn** - this includes having all equipment necessary and the correct attitude for learning

The criteria to be used is below:

Effort and Conduct Matrix

	Effort	Conduct
Always 90% - 100%	<u>Consistently/Independently</u> • Remains on task, focused and manages time effectively • Applies effort and aims for mastery • Seeks and uses teacher feedback via drafting and other means • Contributes to class discussions and takes responsibility for own learning • Is punctual and prepared with all necessary equipment & homework • Is organised & presents book work neatly • Submits all assessment work • Submits all work on time	<u>Consistently/Independently</u> • Being self managed in all areas • Shows respect and consideration for others in all settings • Co-operates in all situations and settings • Demonstrates appropriate conflict resolution strategies • Works very well with all staff and visiting teachers • Works very well with limited supervision and employs safe practices • Received NO detentions or referrals to a buddy class
Usually 50% - 89%	<u>Often</u> • Remains on task and manages time effectively • Applies effort • Seeks and uses teacher feedback • Contributes to class discussions and engages in learning • Is punctual, has necessary equipment and has completed homework • Is organised and book work is neat • Submits all assessment work on time	<u>Often</u> • Being self managed in most areas • Shows respect and consideration for others in most situations and settings • Co-operates in most situations and settings • Demonstrates appropriate conflict resolution strategies • Works well with staff and visiting teachers • Works well with limited supervision and employs safe practices • Received NO detentions or referrals to a buddy class
Rarely 0% - 49%	<u>Occasionally/Rarely</u> • Works without distracting others but needs constant teacher monitoring • Applies effort and contributes to class discussions • Manages time to complete set tasks • Seeks/accepts teacher assistance to improve work • Attempts difficult/new tasks • Works without distracting others and disrupting the learning environment • Completes set tasks and/or applies effort • Is punctual and has necessary equipment • Presents bookwork neatly or keeps appropriate notes • Manages time effectively • Submits assessment on time	<u>Usually/Consistently</u> • Requires teacher support to assist in managing behaviours • Requires regular communication between home and school to assist with behaviour choices • On a monitoring card • Requires SMT support to assist in managing behaviours and regular communication between home and school to monitor behaviours • Has lunch time detentions or is sent to a buddy class or referred to SMT frequently • Needs reminding to employ safe practices and/or has had to be withdrawn from activities due to safety breaches • Needs constant reminders to be respectful to others • Needs constant supervision to work co-operatively • Finds it difficult to work with unfamiliar staff

Wallan Secondary College is committed to the protection and wellbeing of all students whilst participating in school activities both during and outside school hours. Staff have responsibility for building and maintaining a child safe environment. This responsibility extends to the identification and timely response to all concerns with regard the safety of any student of our College.