



STAWELL SECONDARY COLLEGE

Assessment and Reporting Policy

Rationale:

- Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.
- Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:

- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Date Effective:

July 2020

Implementation:

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Victorian Curriculum for Years 7 – 10, or as outlined by the Victorian Curriculum and Assessment Authority (VCAA) for Years 11 and 12.
- Each year our school will provide parents of Year 7 – 10 students, with two written Student Reports indicating their child's academic progress against the Victorian Curriculum standards. Reporting student progress to parents will be in line with the Department of Education and Training (DET) Policies and Guidelines.
- Each year our school will provide parents of Year 11 Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) students, with two written Student Reports indicating their child's academic progress against the VCE/VCAL curriculum requirements. Reporting student progress to parents will be in line with the Department of Education and Training (DET) Policies and Guidelines.
- Each year our school will provide parents of Year 12 Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) students, with one written Student Report at the end of semester one, indicating their child's academic progress against the VCE/VCAL curriculum requirements. Reporting student progress to parents will be in line with the Department of Education and Training (DET) Policies and Guidelines.



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- Assessment requires a mix of summative assessment of learning to determine and report on what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions, and involvement in state-wide standardised testing processes such as NAPLAN. This assessment schedule will be reviewed on a yearly basis.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- The school will abide by all rules and regulations outlined by the VCAA in the delivery, assessment and reporting on student progress and performance in both VCE and VCAL courses as outlined on the VCAA website (<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>) and in the VCE and VCAL Administrative Handbook (<https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/Pages/index.aspx>).
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum/VCAA Curriculum guidelines, and to guide the teaching and learning in their subject area.
- We will provide two formal Parent Student Teacher interview opportunities per year.
- Staff will participate in moderation professional development involving annotated work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum standards and NAPLAN writing criteria across the school.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be included in our assessment regime and incorporated into the school's Home Group program at the beginning of each semester.
- Item analysis of NAPLAN results may assist with individual and cohort future learning.
- Program support groups (for funded students such as Marrung students), will help develop individual student profiles containing learning goals for each student. Progress towards learning will be assessed and reported by the program support group. Program support group meetings will occur each term.
- The school will provide all required performance data to the DET and the school community by means of an annual report. The annual report will be available on the school webpage and from the front office. The availability of the annual report will be advertised in the school newsletter.



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Evaluation:

This policy will be reviewed as part of the school's review cycle in July every each year. The review will be led by the Teach and Learning Team and referred to the Policy Sub-Committee and School Council for ratification.

Last reviewed: July 2020 (New policy)

Date of next review: July 2021

First issued	July 2020
Date of update	Summary of change(s)