

STAWELL SECONDARY COLLEGE

Assessment and Reporting Policy

Rationale:

- 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:

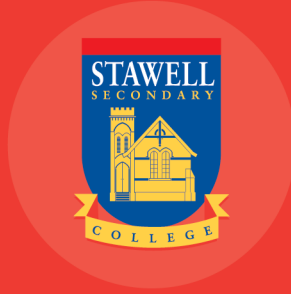
- To assess school and student performance accurately and comprehensively against Victorian curriculum standards
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To provide regular and meaningful feedback on student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of achievement

Date Effective:

January 2022

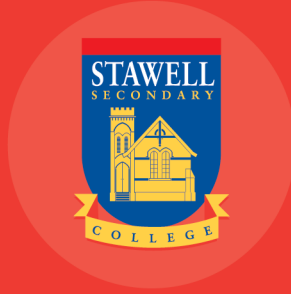
Implementation:

- 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.
- Throughout each semester, our school will provide regular and meaningful feedback to parents and students on their achievements both against the Victorian Curriculum Standards and specific outcomes for Years 11 & 12 and the effort students have shown towards improving on their learning.
- Feedback comments made throughout the semester will be collated to form a summative report along with progression points for Years 7 – 10 and available as a printable document through our student portal. Reporting student progress to parents will be in line with the Department of Education and Training (DET) Policies and Guidelines.
- Students in Years 11 & 12 will receive timely and meaningful feedback on their performances on assessment tasks as outlined by VCAA study requirements throughout each semester. These comments will be collated to form a summative report and available as a printable document through our student portal. Year 11 students will receive graded assessments which align with the VCAA guidelines, Year 12 students will receive targeted feedback on what skills were demonstrated and areas for future growth and improvement



STAWELL SECONDARY COLLEGE

- 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 VCE courses as outlined on the VCAA website
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum/VCE guidelines, and to guide the teaching and learning in their faculty area.
- We will provide two formal Parent Student Teacher interview opportunities per year.
- Teaching 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.
- Program support groups; MYLNS, TLI, PSD, Marrung, Inclusion programs and Literacy & Numeracy Withdrawal 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.



STAWELL SECONDARY COLLEGE

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 Leading Teacher Student Learning and referred to the Policy Sub-Committee and School Council for ratification.

Last reviewed: January 2022

Date of next review: January 2024

First issued	July 2020
Date of update	Summary of change(s)
30 January 2022	Inclusion of continuous reporting strategy for Year 7 – 12 Change of subject area to faculty area
<u>29 July 2022</u>	<u>Deletion of VCAL as per the senior school reform</u>