

# ASSESSMENT AND REPORTING POLICY

## INTRODUCTION

Accurate and comprehensive assessment and reporting 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.

## AIMS

- To assess school and student performance accurately and comprehensively against state-wide and national 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.

## IMPLEMENTATION

- The assessment and reporting practices at Victory Christian College comply with the Australian Government reporting requirements. These include:
  1. Be given at least twice per year to the person responsible for each child
  2. Be easy to understand
  3. Include an accurate and objective assessment of the student's progress and achievement.
  4. Be confidential
  5. Report the student's progress and achievement against any national standards (such as those of the Australian Curriculum)
  6. Report the student's progress and achievement relative to the performance of the student's peer group (comparative reporting)
  7. Be followed by an opportunity for the child and the parents to meet with the child's teachers to discuss all aspects of the report
  8. Use a A, B, C, D, E (or an equivalent scale) for all subjects studied, where each point is clearly defined against specific standards
- Teachers will use the data they collect to make judgements about, and report on, student achievement against the Australian Curriculum Achievement Standards and the Victoria Curriculum and Assessment Authority Performance Descriptors as applicable.
- The College will progressively develop individual learning plans for students achieving twelve months or more below expected standard, in consultation with students, parents and where appropriate, others with specific expertise.
- Faculties will develop Assessment Schedules for a number of Standardised Tests, which will be implemented by specific subject teachers throughout the year.
- The College will ensure that Senior Secondary Assessments are fair, valid and reliable and comply with VCAA guidelines and VCE policies, as outlined in the VCE Handbook.
- Staff will assess the achievements of students with disabilities and impairments in the context of the Australian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Assessment requires a mix of summative assessment of learning to determine and report 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.

## REPORTING SCHEDULE

Reports will be provided to parents at the following times:

- Secondary Interim Reports - End of Terms One and Three. These reports aim to give an early indicator of progress for the semester and provide a basis for Parent/Teacher interviews.
- Semester Reports: End of Term Two and Four. These reports are more formal with letter grades and extended comments. Year Twelve students do not receive a Semester Two report as they receive official transcript of results from VCAA.
- Continuous assessment records are accessible through CANVAS for Year Five to Twelve students. Digital Assessment Folios are distributed at the end of each term for Prep to Year Four students through SeeSaw.
- Regular assessment and evaluation is used at Victory Christian College to monitor each student's individual progress. If a student's results indicate that they are having significant problems in any area, the College will advise parents and appropriate measures will be taken to modify the program or to implement strategies to improve performance, for e.g. development of an Individual Learning Plan. Parents will also be advised if required assessment tasks are not being submitted. A collaborative approach to rectify this issue will ensure mid-year and end-of-year results are not significantly impacted.
- Evaluation is not seen as an end in itself, but rather as a tool to facilitate learning. Students should receive constant feedback on their progress and have opportunities to discuss the improvements that they need to make. The aim is that every student will achieve steady progress and experience success.
- Students in Years 3, 5, Three, Five, Seven and Nine will participate in the annual NAPLAN tests set by ACARA.
- Report Gradings are as follows:
  - **Years Prep to Ten**
    - A** Achieving twelve months or more above the expected level
    - B** Achieving up to twelve months above the expected level
    - C** Achieving at the expected level
    - D** Achieving up to twelve months below the expected level
    - E** Achieving more than twelve months below the expected level
  - **Years Eleven and Twelve**
    - S** Satisfactorily Completed Course Work
    - **N** Unsatisfactorily Completed Course Work
- Further assessment is provided within reports, which evaluates attitude, effort, personal development and overall social development.

## PARENT/TEACHER INTERVIEWS

- Parent/Teacher/Student interviews are held early in Term One and following the distribution of mid-year and interim reports in Terms One and Three.
- Interviews early in Term One are designed to meet with parents and students to set learning goals for the first semester. They are also used to inform parents of expectations, homework routines, diary use, etc.
- Interviews for Secondary students are conducted only if required, following the distribution of interim reports at the end of Terms One and Three. Staff members are available for interviews in a designated session after school. Staff may request an interview in the interim report, or parents may request an interview via the online parent booking process.
- Mid-year interviews are conducted for all parents and students in the school to discuss the Semester One report, and to set goals for the second semester.