



PURPOSE

Learning occurs in a continuum from birth to adulthood and throughout life. Assessment of where a child is at on this learning continuum enables the teacher, learner and family to understand what knowledge, skills and understandings the child has developed so far and to plan an appropriate learning program to further learning.

Reporting is the communication of student performance to students and parents/carers based on the use of pre- and post-testing, formative and summative assessment and measures of growth using data. Assessment tasks vary from informal questions during a learning activity to formal written tests at the end of a learning program. Assessments of all types provide evidence for the teacher to make decisions, often in collaboration with the learner, about the next steps forward in the learning program.

SCOPE

This policy applies to all members of the Portland Secondary College Community.

POLICY

Staff have access to the Insight Assessment Advice Portal at www.insight.vic.edu.au The Portal is a central online access point for a high quality suite of assessment tools and information for practitioners across all sectors.

Feedback is a key element of the incremental process of ongoing learning and assessment. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning.

School reports are intended for students and their parents/guardians, and includes involving parents and families in the learning process by providing them with feedback about their child's learning progress and strategies they may use to assist their child improve. Other groups or individuals who require statements about a student's learning experiences will be provided with a school reference at the student's request.

The purpose of reporting is to communicate to students and parents/carers the growth and attainment of students, and will provide recommendations which will assist the students' future learning.

The PSC Leadership Team is responsible for overseeing reporting and assessment. The format of individual reports must reflect the principles outlined in the Assessment Policy. All reports must reflect a variety of assessment procedures (including adjustments) and must indicate what has been achieved by the student in relation to goals set and the assessment tasks performed.



Reporting will take place on the following basis:

6 week Learning Task cycles will be open to students and parents. Staff will provide specific feedback on a minimum of 3 tasks per Semester. Feedback will focus on formative and summative assessment pieces.

Written Semester reports for Years 7 to 11 will be completed twice per year (end of Term 2 and end of Term 4). Written semester reports for Year 12 will be completed at the end of Semester One.

6 week Learning Task Cycles are completed solely by the classroom teacher and should include a comment/grade/score for all students in Years 7-12. Learning Tasks will provide a brief summary of progress to students and parents and include recommendations for future development relating to the topic/task.

Endeavour Awards are given out with Interim reports. Endeavour Awards are for the recognition of individual improvement/effort of all students. These are awarded to Years 7-12 (Year 12's Semester 1 only).

End of Semester reports formats need to be approved by the Professional Learning Area Team Leader including ensuring that the reports reflect the criteria set by the Professional Learning Area Teams for that year level and are inclusive of the Victorian Curriculum as required. Staff will participate in moderation involving assessment maps, marking rubrics and annotated work samples in their Professional Learning Area Teams so that staff can apply consistent judgements of student progress against Victorian Curriculum achievement standards across the school.

Individual classroom teachers are responsible for entering grades and comments on each student. These comments should highlight the strengths and weaknesses of the student's learning and include some recommendations for future development.

Academic Awards for sustained excellence of achievement/performance over a Semester, are to be awarded with end of Semester reports. Award certificates are issued with reports at the end of the relevant Semester, or at Presentation Evening for those students with numerous awards. These are awarded to Years 7-11. Any student studying a Unit 3/4 subject or senior VCAL subject do not receive Academic Awards.

Criteria for academic awards

1. Be based on clearly identified criteria for each subject/unit taught. (Victorian Curriculum & Outcomes) - Criterion referenced assessment and a blend of formative and summative assessment.
2. Reflect past learning experiences from that unit of work.
3. Be based on challenging tasks for the student, and use of student learning growth data.
4. Be clearly communicated to students prior to commencing a unit of work. Success criteria and goals should be clear to students. Students should also be given feedback on all work requirements and on quality homework tasks so they have an opportunity to continue to learn and improve.



5. Provide relevant information about students, using a variety of assessment techniques.
6. Be continuous throughout the Semester.
7. Allow teachers to diagnose student strengths and weaknesses in process, product, attitude/effort.
8. Performance in a variety of assessment techniques, both at home and at school.
9. Proficiency with Bloom's cognitive processes: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (particularly the latter three).
10. Student work has been authenticated as their own.

Students completing a subject above their year level should be given an academic award only if they achieve a result of 80% or higher.

The general rule is about 2 - 5 student Awards per group, but as many as 7 - 8 may be warranted for a particularly strong group of students. There would be few classes where no Awards would be given. Students may receive two Awards in a subject that runs all year (ie. one Award per Semester).

Awards will be reviewed in 2019, due to curriculum changes.

All reports should be in a language that is clear, specific and understandable to parents. Educational jargon/cliches should be avoided.

Individual students may have developed learning improvement plans in consultation with their Mentor, and with parents and, where appropriate, with others with specific expertise. Students who receive support from the Program for Students with a Disability may have goal based reports or adjustments made to assessment tasks. If assessment has been modified or adjusted for a student it must be explicitly stated in the report.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the teacher, in collaboration with the Program Support Group, to include in this student report.

End of year reports will be completed prior to Head Start Preparation Day. Timelines for finishing, collating and distributing reports will be published early each term and a Running Sheet will be published on each Monday's staff bulletin so everyone is clear on due dates. Staff will push across a minimum of 3 Common Assessment Tasks (CAT's)/Learning Tasks onto the Semester reports.

Through-out each 6 week Learning Task cycle, staff will proof-read comments and grading during PLAT Meeting time and through collaboration during Preparation and Correction time and Professional Practice Days.

New staff to the College will undergo two Induction sessions – one to learn the reporting program and the second to actually start reporting on a class. These sessions will be conducted by the Principal Class Officers and/or Leader of Compass.



Any staff member who is having reporting trouble that cannot be solved by a Leading Teacher or Mentor should contact a PCO or Compass Leader via email. They will endeavour to respond as quickly as possible to address issues.

Proof reading is to be a primary responsibility of the students' Mentor and a shared responsibility of all staff. Lists will be published designating specific responsibilities. Timelines will be published to ensure that adequate time is given to all stages of collation. This information will also be outlined on the School's Calendar.

All parents/carers will be encouraged to download reports on the set day and will be asked to discuss in detail the progress of their students. If a parent cannot download a report, a printed version will be provided to parents and students.

Three formal parent/teacher interviews per year will be held – one interview at the end of Term 1 to discuss progress, one interview during Term 3 (senior and junior students will have different dates) and one course confirmation interview early Term 3.

The school will provide all required performance data to the Department of Education and the community by means of an Annual Report, as well as an Executive Summary of performance data.

The Reporting Policy will be reviewed again in 2019, due to changes in Assessment and Reporting.

FURTHER INFORMATION AND RESOURCES

- Year 7 – 10 Assessment and Reporting Policy

REVIEW CYCLE

| DATE | VERSION | RATIFIED BY | NEXT REVIEW |
|----------|---------|---|-------------|
| Oct 2018 | 2 | Portland Secondary College School Council | Sept 2020 |