



BUCKLEY PARK COLLEGE

Assessment and Reporting Policy

Developed: September 2014

Revised: September 2022

Review Date: September 2026

Endorsed by school council 12/09/2022



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

Rationale

Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching aims:

- assessment for learning - occurs when teachers use inferences about student progress to inform their teaching
- assessment as learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- assessment of learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

Comprehensive reporting covers three major areas:

- reporting to parents (student reports)
- reporting to the local community (annual reports)
- reporting systemic improvement (national reports).

Additionally, schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

Purpose

To ensure Buckley Park Secondary College complies with DET policy and guidelines in respect of student assessment and reporting.

Key Terms

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Formative assessment - process used by teachers to recognise and respond to student learning in order to enhance their learning. Analyse the results solely to inform instruction.

Standards Based Assessment - involves assessing a student's competency with specific topics and standards within each subject.

Summative Assessment - inform others about the students by assessing performance against a task. A summative assessment gives the student the opportunity to prove what he or she has learned.

Rubric- Rubric is a scoring system or tool for student work that clearly shows the learning target and performance criteria required to meet the target.

Implementation

The school will develop a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum Standards.

Curriculum and Assessment

Buckley Park College curriculum is centred around a Guaranteed and Viable Curriculum. A Guaranteed and Viable curriculum (GVC) ensures that all students have a equal opportunity to learn. Each student will have access to a highly effective teacher, and access the same content, knowledge and skills in each unit. For further information refer to the Curriculum policy. The GVC will include:

- Yearly unit outline per subject

Each unit will have:

- Essential Learnings (What do we want ALL students to learn during this unit)
- Pacing Guide (Unit Outline) (When do we expect students will have learnt it)
- Common Formative Assessment (How are students progressing-what evidence do we have of this progress-data that would be brought into PLC for discussion)
- Common Learning Task (How well did the student perform on selected set of skills/knowledge-Summative) and associated Rubric/marking scheme.

Timely Reporting of Learning Tasks

Feedback to students at Buckley Park College will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment. At Buckley Park College, we use 'Timely Reporting'.

Timely reporting at Buckley Park College aims to provide grades and feedback to students and parents in a Timely and on-going manner. Assessment Schedules for the undertaking of common learning tasks and availability of results are determined by Domains and revisited as a team to ensure that all teachers are accountable to themselves and each other. Feedback aims to be concise and provides a comment on the work completed (where the students are currently) and an area of improvement (where they need to get to). Teachers work from the Buckley Park College '*Timely Reporting Guidelines*' which outlines the approach to Common Learning Tasks.

Letter **grades** are given for the quality of work on a range of assessment tasks, assessed against specific criteria.

Student Reports

Student reports reflect achievement at a point in time for each student's learning. Teachers make informed, on-balance and defensible judgements, based on evidence gained from the range of formal and informal assessment tasks and learning experiences. Reports show the progress individual students have made since the previous report period, with areas of strengths and areas for improvement for each individual student clearly identified by the report. All Victorian government schools are required to report on student achievement against the Victorian Curriculum F-10 achievement standards for every student twice a year. Student reports will be issued to parents/carers using a five point scale or equivalent to show student progress and achievement at the time of reporting.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years 7-12
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

Note that there may be specific instances where a school decides in partnership with an individual student's parents/carers that it is unnecessary to provide a report for that student.

Modified Common Learning Tasks are to be established for all students with ID - Individual Differences students or students requiring an alternative program as outlined in the Individual Learning Plan or Positive Support Plan. The welfare team will communicate relevant students and requirements to staff and it there responsibility to make the necessary adjustments. These students will have 'Modified' on their Semester report.

Students that need differentiation, but not an ID student a comment should be made, but their report is not formally modified.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress each semester.

Victorian Curriculum

Teachers are expected to make accurate assessments of their students' progress against the Victorian Curriculum, using a body of assessment evidence. Teacher judgments must not be guesswork, rather informed decisions, based on multiple sources of data/assessment.

While teachers are expected to make their Victorian Curriculum assessments using the identified tasks and evidence within their courses, the following Victorian progression Points are 'the expected' levels for Semesters 1 & 2. If students have not handed in any work, a Victorian Curriculum assessment must still be given based on your best judgment based on classroom observation.

A detailed description of each capability levels F-10 can be found at: <http://victoriancurriculum.vcaa.vic.edu.au/>

Other forms of Assessment

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

Buckley Park College uses a range of additional assessment tools such as On Demand, Insight assessment and PAT tests to accurately determine progress and achievement of students.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)

- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

Each school also provides an 'About our School' statement, which provides context for the data contained in each school's performance summary and outlines the school's achievements and plans for the future.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year. To access the performance summaries and school annual reports see: [Victorian Registration and Qualifications Authority \(VRQA\) State Register](#).

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

Evaluation

This policy will be reviewed as part of the school's 3-4 year review cycle or if guidelines change