Mary MacKillop
Catholic Regional College

Assessment and Reporting Policy

1   RATIONALE

Mary MacKillop Catholic Regional College, Leongatha **(MMCRC)** celebrates and pursues excellence. Students are called to live courageously with optimism and respect for the dignity of all. The MMCRC Assessment and Reporting Policy ensures that there is ongoing assessment, monitoring and reporting on student performance. MMCRC is required to ensure that each parent of a student enrolled at the school, and the student, has access to accurate information about the student's performance. The access to information must include at least two written reports, relating to the student's performance from the College to the parent in each year of enrolment of the student. Assessment of student learning celebrates achievement and identifies areas and strategies for improvement. Reporting this progress provides clear communication between teachers, students, and parents, guardian and carers in relation to the development of student achievement

2   PRINCIPLES

- Assessment and reporting strive to provide feedback to students to help motivate them to achieve growth in their learning
- Assessment will be both formative and summative to ensure that we provide:
    - o   assessment for learning - to assist teachers with the development of learning programs
    - o   assessment as learning - to encourage students to reflect on their learning and monitor their progress
    - o   assessment of learning - to measure student achievement against standards
- To ensure that assessment and reporting is inclusive considering the needs of all students including:
    - o   those with English as an additional language
    - o   those who are gifted or talented, and
    - o   those with a disability
- Assessment and reporting practices are consistent with the College's emphasis on creating a differentiated learning program for students
- Reporting provides clear and open communication channels between teachers, students and parents, guardians, and carers
- Students receive ongoing feedback to guide their learning
- Assessment and reporting data can be used to monitor student achievement
- Assessment is organised so that:
    - o   it relates to the semester achievement level standards as communicated to students
    - o   it is communicated to students at the start of the semester

- o   assessment task rubrics or marking guides are shared with students when assessment tasks are introduced
- o   a variety of methods are used to assess the student achievement for a subject
- o   assessment tasks provide students with an opportunity to demonstrate their learning at various achievement levels
- o   students receive feedback in relation to assessment criteria
- o   each course has common assessment tasks and criteria
- •   The College supports the National Assessment Program led by ACARA

3   IMPLEMENTATION

Responsibility for the direction and implementation of assessment and reporting is distributed by the Principal to the Deputy Principal – Learning & Teaching who leads this with the Learning & Teaching Leaders.

All assessment task work submission procedures and reporting configuration and procedures are recommended by the Learning & Teaching Leaders for ratification by the Deputy Principal – Learning &-Teaching.

College Reporting follows the document *Reporting Student Progress and Achievement – 2017. Revised Guidelines for Victorian Catholic Schools.*

Classroom Assessment

Teachers use formative assessment progressively throughout the course of the semester and provide feedback to students on their achievement informally.

Formal assessment tasks are communicated to students at the beginning of the semester and are common for all classes within a subject.

Teachers maintain accurate due dates on SIMON for students and parents to view.

Teachers provide assessment task results within two weeks of student work being submitted.

Students' complete internal semester examinations in Year 9 (Semester Two only), Year 10 and Year 11 (VCE) as preparation for Units 3 and 4 VCE examinations.

In VCE Unit 1 & 2 studies, students work to complete all Area of Study Learning Outcomes to a satisfactory standard. The focus in Unit 1 & 2 is to view the VCE assessment tasks as valuable opportunities to build and reflect on the skills required for success in Unit 3 & 4 assessments and VCAA examinations.

Assessment tasks for Unit 3 & 4 VCE SACs and SATs follow VCAA guidelines and are published to students in the College's VCE Handbook.

Forms of Summative Assessment

Summative assessment tasks are presented in formats that increase the likelihood that the tasks are completed on time, and support students with the presence of the teacher and enhance the authenticity of the student's work.

In general assessment tasks are:
- Completed in classes as:
  - an extended task which is completed over multiple lessons
  - a performance piece in a single lesson
  - a task under test conditions in a single lesson
- Or, are completed as a formally supervised task during a designated assessment period such as:
  - VCAA exams
  - Supervised SAC sessions
  - College Exams

Reporting of Summative Assessment Tasks

Assessment task reporting takes the form of the following:
- Years 7 – 10, Victorian Curriculum
  - All assessment tasks for Victorian Curriculum subjects are designed to explicitly provide students with the opportunity to achieve at 5 levels (at standard and two progression points above and approaching standard)
  - EAL is assessed on the EAL continuum of learning.
  - For each assessment task the following is reported:
    - What the student has achieved (What went well?)
    - What can be improved (Even better if?)
    - How can it be improved (Where to next?)

- Year 10 VET
  - All assessment tasks are designed to provide students with the opportunity to achieve competency across various Units of Competency from the relevant training package
  - For each assessment task, the result for competency is reported

- VCE including VCE VET and VCE Vocational Major
  - All assessment tasks are designed to explicitly provide students with the opportunity to achieve at levels as defined in the study design
  - An assessment rubric, marking guide or assessment criteria is provided to students when the assessment task is introduced to the students detailing the performance criteria for the task as per VCAA requirements
  - For each assessment task the following is reported:
    - Where a rubric is used, the result for each criterion on the rubric
    - The student's score out of the total marks available for the task as the overall result
    - The detailed marking guide used where relevant

- Teachers are required to ensure that due dates for tasks are updated on SIMON to accurately reflect the classroom program.

Submission of Assessment Tasks

- Students are expected to complete assessment tasks on time
- The student is responsible for ensuring that:
    - work completed using digital technology is submitted punctually and in the correct format
    - there is an alternative system available for their assessment task in case of computer or printer malfunction or unavailability
    - work in progress is produced regularly and shared with their teacher
    - each time changes are made, the work is saved as a backup file, which should not be stored on the computer
- If a student is absent from an assessment task for a Victorian F - 10 Curriculum subject, they are expected to:
    - complete the task in the following lesson or,
    - submit the work to their teacher in the following lesson
- If a student is absent from an assessment task or submit it late for a VCE, then procedures are informed by the *VCE and VCAL Administrative Handbook* apply and are published in the College's VCE Handbook
- Teachers are required to ensure that the submission of work is recorded on SIMON in a timely manner.
- The status of assessment tasks and submissions is published to parents via SIMON.
- Teachers may grant an extension to submission deadlines for individual students at their discretion. This extension date should be recorded in SIMON as soon as it is issued. Submission rules then apply for the new date

Late Submissions

- If a student does not submit their work on the due date, this is automatically noted in SIMON as overdue. The teacher will use SIMON to publish a Notify Overdue Work letter to parents via email.
- When late work is submitted by the student, the work is assessed to determine the level of achievement and feedback is offered as normal. The task will have details of the late submission recorded in Submission Teacher Feedback which is viewed on SIMON by students and parents.
- Details of overdue work will continue to be published to parents' via the Communication Centre in SIMON.
- Student work can still be submitted until the end of the semester. Late work submission procedures apply until then

Non-Submission of work

- If work is not submitted by the student during the reporting period, the task result will have the reason for non-submission noted next to it. This is viewed on SIMON by students and parents and published on reports.
- The following additional processes apply to **10-12 Religious Education**
    - Teachers should follow the late submission process in the first instance.
    - If a student has not submitted the Religious Education assessment within two weeks of the original due date the following process should be followed.
        - Teacher to contact home to inform parent/guardian/carer of the non-submission

- If parents are supportive, a final redemption date for completion of the task is established. The teacher enters a note on SIMON regarding the communication.
- If parents are not supportive (e.g. express sentiments such as RE is not important), email details of the communication to Director of Catholic Identity and Mission for follow up. The teacher enters a note on SIMON regarding the communication.
  - If after this process a student does not submit by the redemption date, an "At Risk of N" letter for RE is sent home.
  - If at any time a student is not supportive of RE assessment, the Director of Catholic Identity and Mission and Teaching and Leader – Religious Education should be informed.
  - If a student submits their work at any time before reporting, please follow the Late Submission procedures for assessment and reporting purposes

Academic Misconduct – Plagiarism, Collusion, Breach of Assessment conditions

- Students are to ensure that all unacknowledged work submitted is their own and adhere to all assessment conditions
- Investigations of breaches of school-based assessment rules for VCE and VCAL subjects are informed by the *VCE and VCAL Administrative Handbook* and procedures are published in the College's VCE and VCAL Handbooks
- In the case of a breach of school-based assessment rules for Year 7-10 subjects, the following processes are applied:
  - **Work from an external source (e.g. internet) is submitted as the student's own**
    - The class teacher investigates the incident, including interviewing all concerned students
    - The teacher enters the incident on SIMON via Behaviour Tracking with the Wellbeing Leader, and Learning and Assessment Leader informed.
    - The teacher informs the parent by telephone (not via email)
    - The teacher conducts a meeting with the student which outlines that:
      - The student will be asked to resubmit all or part of the task.
        - When the work is resubmitted by the student, the work is assessed to determine the level of achievement and offer feedback as normal.
      - If this practice is repeated there would be a meeting with the parents, the teacher and the Learning and Assessment Leader to put in place further interventions.
    - A suitable consequence is issued by the Wellbeing Leader in consultation with the teacher.
  - **Work from another student is submitted as the student's own or there is collusion between students**
    - The class teacher investigates the incident including interviewing all concerned students
    - The teacher enters the incident on SIMON via Behaviour Tracking with the Wellbeing Leader and Learning and Assessment Leader
    - The teacher informs the parents of all involved students by telephone (not via email)
    - The teacher conducts a meeting with relevant students, and students who submitted the work of others as their own (both in the case of collusion) will have the following outlined to them:

- The student (or students in the case of collusion) will be asked to resubmit the task.
  - When the work is resubmitted by the student, the work is assessed to determine the level of achievement and offer feedback as normal.
  - If this practice is repeated there would be a meeting with the parents, the teacher and the Learning and Assessment Leader to put in place further interventions.
  - A suitable consequence is issued by the Wellbeing Leader in consultation with the teacher.

- **Breach of examination/assessment rules**
  - For SACS/Exams supervised by MMCRC staff - The supervising teacher reports the incident (where applicable) to the subject teacher who investigates the incident, including interviewing all concerned or,
  - For SACS/Exams supervised by external staff - The external supervisor (where applicable) completes an incident report and provides this to the Learning and Assessment Leader who investigates the incident, including interviewing all concerned.
  - The staff member completing the investigation enters the incident on SIMON via Social Behaviour with the Wellbeing Leader and Learning and Assessment Leader notified.
  - The staff member completing the investigation informs the parent by telephone (not via email), of the incident. More serious incidents or multiple breaches sit with the Learning and Assessment Leader.
  - The staff member completing the investigation conducts a meeting with the student where the following will be outlined to the student:
    - The student will be asked to attend a session organised by the Learning and Assessment Leader to re-sit the task (applicable only to SACs)
      - When the work is resubmitted by the student, the work is assessed to determine the level of achievement and offer feedback as normal.
    - If this practice continued, there would be a meeting with the parents and the teacher and the Learning and Assessment Leader to put in place further interventions.
  - A suitable consequence is issued by the Wellbeing Leader.

Reporting

- The College uses an online reporting system to progressively report feedback to students and parents including:
  - assessment task results, reported progressively in real time
- the use of two cycles of report documents a semester with the first one focussed on learning behaviours and the second focussed on learning behaviours and summative results
- Cycle 2 summative reports are completed for Years 7 - 12 at the end of Semester One and for Years 7 - 11 at the end of Semester Two
- Guides for completing reports are provided for staff in conjunction with professional learning

Parent Meetings

- Program Support Group meetings are run by the Learning Adjustment Leader at various times during the year to review student progress of students with Personal Learning Plans (PLP) and if necessary, update the PLP
- Student Progress Meetings are offered twice annually for students to attend with their parents
- Other meetings can be scheduled by parents and/or staff

Compliance

- Compliance with assessment and reporting policy and procedures is initially the responsibility of:
  - o Religious Education: subject teachers through to Religious Education Learning and Teaching Leader through to the Director of Catholic Identity and Mission and then the Deputy Principal – Learning and Teaching.
  - o Victorian F - 10 Curriculum: subject teachers through to Learning and Assessment Leader and then Deputy Principal – Learning and Teaching
  - o Vocational Education and Training: subject teachers through to the Learning & Teaching Leader – Vocational Pathways and then the Deputy Principal – Learning and Teaching.
- As a senior secondary education provider accredited to provide senior secondary courses, responsibility for the delivery of the courses in relation to assessment established by the awarding body for the qualification is initially distributed to:
  - o Victorian Certificate of Education: subject teachers through to Learning and Teaching Leaders through to Learning and Assessment Leader and then Deputy Principal – Learning and Teaching
  - • As a senior secondary education provider accredited to provide senior secondary courses, responsibility for ensuring the College meets its requirements in relation to assessment and reporting as a registered training organisation for vocational education and training qualifications, is initially distributed to the subject teachers through to the Learning & Teaching Leader – Vocational Pathways and then the Deputy Principal – Learning and Teaching.

4   REVIEW

This Policy has been reviewed by the College Curriculum Team and ratified by the Principal

Implementation Date: **September 2023**
Reviewed:
Next Review Date: **October 2024**