

Assessment & Reporting Policy



Williamstown High School

Developed in 2019



Assessment and Reporting Policy

Development process

This statement explains “**why**” the policy has been developed. The general overview of the policy refers to any background or directives that led to the development of the policy.

1. Rationale

Schools are advised to develop a school-based policy on assessment and reporting to complement their school’s teaching and learning plan.

Schools are required to issue reports to parents twice a year and to offer interviews to parents/guardians to discuss their child’s progress. In order to maximise student learning growth and achievement, Williamstown High School has consulted with the community to expand upon this minimum standard, and as such, we offer a wider range of reporting opportunities.

Assessment is an integral part of the curriculum delivery program, providing clear learning outcomes against which a student’s progress can be measured and improved.

The specific requirements and expectations of students and staff will depend upon students’ year level, specific learning needs and/or course being undertaken. An Assessment and Reporting Guidelines document consistent with this policy will be developed and updated as required.

This policy establishes a common framework for assessment and reporting across the school and encourages teachers to further improve their practice.

2. Purpose

A brief statement defining “**what**” the policy is intended to accomplish and the aim of the policy.

The purpose of Assessment and Reporting is to:

- improve student outcomes by providing feedback that engages students in their own learning and encourages them to take ownership of their learning
- gives students and their parents/guardians a measure of progress at a point in time.

Assessment

Teachers will participate in ongoing professional dialogue in the implementation of the three overarching purposes of Assessment:

- Assessment for learning; this occurs when teachers use inferences about student progress to inform their teaching
- Assessment as learning; this occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment of learning; this occurs when teachers use evidence of student learning to make judgments on student achievement against goals, criteria and/or standards

Reporting

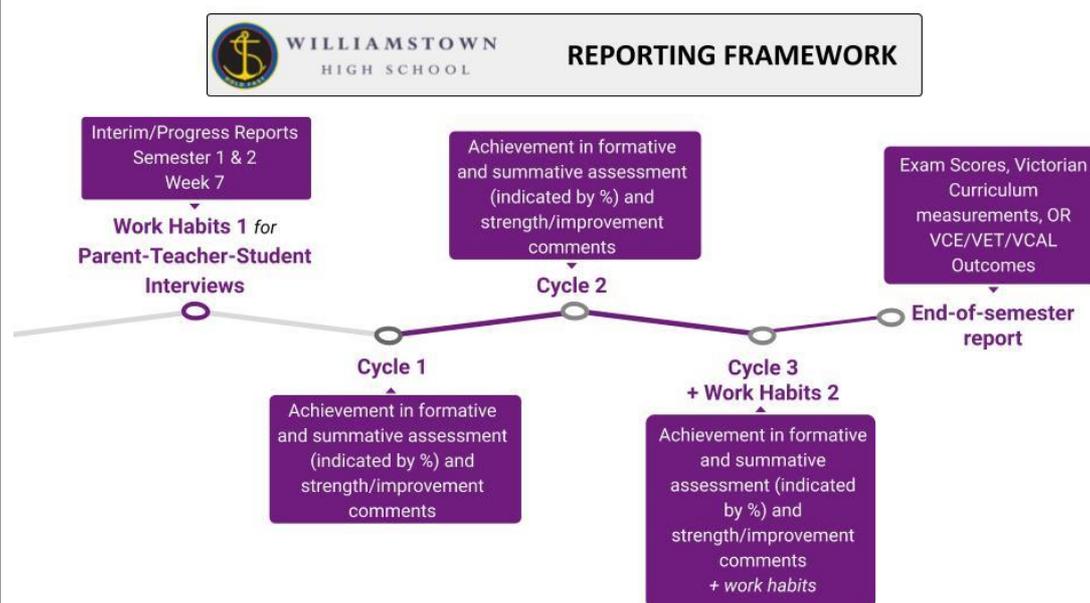
Teachers will report to students and parents/guardians:

- using a continuous reporting system that provides timely feedback so that students can make improvements

3. Implementation

This section details “how” the policy statement will be achieved. It may set requirements for different parts of the school community (for example, staff, students, parents) as well as outlining “who” will be responsible for the implementation of the policy.

The following diagram indicates graphically how Williamstown High School will fulfil this policy:



Years 7 to 12

Staff responsibilities:

- Course outlines for every unit taught as part of the Victorian Curriculum at Williamstown High School will be documented highlighting:
 - The relevant standards and outcomes for the Victorian Curriculum, VCE, VET and VCAL
 - The topics/themes students will address
 - A timeline indicating preferred dates for assessment
- To determine percentage scores for all reported tasks and school-based exams

4. Specific procedures

This section outlines the specific and practical applications of the policy to clarify the expectations to the school community.

Assessment

At Williamstown High School there is an understanding that:

1. The types of assessments of student outcomes will be varied, and consider the different learning styles of students. These types of assessment include:
 - scores on school-based tests and examinations
 - judgments against set criteria; these are typically used for major assignments
 - observations of student participation, performances and habits, for oral presentations, practical work, physical activities etc
 - scores on standardised tests, including NAPLAN
 - self and peer assessments on a wide range of tasks
2. The School will provide assessments to parents/guardians and students which:
 - are regular and available soon after tasks have been completed
 - are both formative (in-progress) and summative (at the conclusion)
 - provide opportunities for parents/guardians, students and teachers to discuss student progress and inform future plans
 - meet the requirements of the Department of Education and Training (DET) and Victorian Curriculum and Assessment Authority (VCAA) including Victorian Curriculum Standards and VCE/VET/VCAL Outcomes as applicable.
3. Teachers are expected to:
 - make judgements which enable them to set appropriate learning targets for students
 - ensure that opportunities exist to apply each of the purposes of assessment
 - maintain up to date records of student achievement
 - provide parents/guardians with timely feedback about their child’s performance

- assess and moderate student achievements according to the common criteria as determined by the curriculum area, and other mandated authorities (e.g. VCAA).
- work with colleagues to ensure that assessment criteria are consistent for students across the learning program
- inform students of assessment criteria when tasks are set
- provide opportunities for students to reflect on their learning

4. Students are expected to:

- ensure that they are aware of all assessment requirements, including expectations, criteria and due date(s)
- work to the best of their ability
- complete homework as assigned
- be prepared for work in all classes
- actively participate in self-evaluations
- meet with their teacher to obtain work if they are absent from school
- seek additional assistance from their teacher, as required
- achieve a minimum of 50% on assessment tasks in Year 10 and VCE courses (to demonstrate a satisfactory outcome)
- undertake a redemption process to obtain a satisfactory outcome if assessment task scores are below 50% (consult redemption process)

5. Parents/Guardians are expected to assist their child by:

- providing their child with all textbooks and other resources listed on the booklist
- attending interviews with teachers as requested
- monitoring their child's progress
- informing the School of any issues which may impact on their child's performance

Moderation

- To ensure the integrity of all formative and summative assessment, it is essential that there is consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.
- Where there is more than one class in a study, teachers should engage in consultation to arrive at a school assessment, whereby:
 - Teachers meet to discuss assessment criteria, topics and approaches used for the task
 - Teachers ensure that the task and conditions are consistent for all students within that study
 - Teachers assess the work from their own classes
 - Teachers share and assess samples of each other's work
- Each CAT has their own moderation model in place.

Reporting

At Williamstown High School, students' academic achievements are reported in a number of ways:

1. Progressive Results Online

Student scores are frequently posted online for parents/guardians and students

2. Interim Reports

Interim Reports are prepared mid-semester and are made available to parents/guardians and students prior to Parent/Teacher/Student interviews

3. Notification regarding poor academic performance

Communication is made with home (and stored online) when students are at risk of, or are not, meeting the School's progression requirements (see the School's Student Progression Policy)

4. Reports

The reporting to parents/guardians and students of feedback occurs via the following methods:

- 2 x interim/progress reports per year (known as 'Work Habits 1' in Terms 1 and 3)
- 2 x Parent/Teacher/Student interviews per year (Terms 1 and 3)
- 3 x Continuous Reporting cycles per subject per semester (except if the needs of the subject require otherwise) with task percentage scores and feedback comments.
- 2 x end-of-semester reports per subject (with collation of task percentage scores, Victorian Curriculum levels and/or VCE/VET/VCAL outcomes and 'Work Habits 2')

5. Evaluation and review

Policies must be reviewed on a regular basis. A defined review cycle should be stated.

This policy was ratified by the School Council in 2019 and will be reviewed as part of the 3 year school's review cycle and in the event of any incident which may prompt a review of the policy.

6. Definitions & references

Sometimes technical terms will need to be defined.
Also other related policies or DET guidelines might need to be referred to.

Continuous Reporting cycle - one of the three in-semester moments in time that subject teachers report to parent/guardians with percentage scores and feedback comments

Student Progression Policy - stipulates Williamstown High School's requirements for progressing from year level to year level

Formative assessment - this term encapsulates the following two forms of assessment:

- *Assessment for learning*; this occurs when teachers use inferences about student progress to inform their teaching
- *Assessment as learning*; this occurs when students reflect on and monitor their progress to inform their future learning goals

Summative assessment - involves the following:

- *Assessment of learning*; this occurs when teachers use evidence of student learning to make judgments on student achievement against goals, criteria and/or standards

DET - Department of Education and Training

VCAA - Victorian Curriculum and Assessment Authority

Victorian Curriculum - the curriculum standards that all Victorian students in years 7-10 are striving to meet

VCE - Victorian Certificate of Education

VET - Vocational Education and Training

VCAL - Victorian Certificate of Applied Learning

7. Consultative process

Briefly outline the consultative processes used to develop and ratify this policy. Which groups or committees were involved.

Much of this policy has been inspired by the full school Reporting Review undertaken in 2017. This review sought the opinions of staff, parents and students via formal focus group events for parents and students, and dedicated time on Curriculum Days and in staff meetings for teachers. It has been shared and discussed with the Curriculum Executive team. At Williamstown High School, we present all policies at School Council for noting.

Ratification:

This policy was ratified by school council on 29 October 2019