



ASSESSMENT AND REPORTING POLICY

File location: u:\public\Policies & Procedures\Approved Policies\Assessment and Reporting Policy.doc

Authorised by:
Principal

Approved by School Council:
13.12.22

Date Created: 9/6/15

Last Updated: 12/12/22

Review Date: 2025

Page Number: 1 of 3



Help for non-English speakers

If you need help to understand the information in this policy, please contact Horsham College.

Context:

This policy explains the assessment and reporting guidelines within Horsham College. This policy has been created with reference to the Department of Education and Training (DET) and Victorian Curriculum Assessment Authority (VCAA).

Background:

Horsham College is committed to ensuring that students and parents/guardians have frequent and accurate assessments of their learning progress. Assessment and Reporting is one of the key roles undertaken by teachers.

General Principle:

The guidelines in this policy explain the roles of teachers, Learning Area Heads and members of the school leadership team with Teaching & Learning in the assessment and reporting process. Teachers are required to give regular, high quality, common assessment to their students, and deliver accurate and evidence-based reports. Other positions of responsibility in the school associated with assessment and reporting should support classroom teachers in this role.

Implementation:

Horsham College will provide parents/guardians and students with:

- A brief report on their behaviour and academic skillset once a term
- A report providing information on their academic level measured against the Victorian Curriculum twice a year (Term 2 and Term 4)
- Opportunities for two parent teacher interviews per year

For Years 7-10 subjects: provide S/Ns (satisfactory/non-satisfactory) on Work Requirements and marks and feedback on Common Assessment Tasks for each Topic taught in a semester. Per semester there will be between 3 – 5 Topics taught. For VCE and VCE: VM subjects, marks and feedback for assessment tasks as required by the Study Design

A Work Requirement is a necessary task that:

Horsham College is a Child Safe School

- Builds students' understanding of the Key Skills and or Knowledge for a Topic
- Scheduled prior to the assessment
- For each Topic there will be a varied number of Work Requirements (typically between 1 & 3)
- An S (satisfactory) is determined by the teacher

A Common Assessment Task (CAT) is an assessment that is:

- Reported on to students and parents/guardians
- Scheduled in advance
- Common across all classes of a given subject
- Representative of the skills and knowledge covered in a particular topic
- Is differentiated (as required) to the student's academic ability level
- A CAT pass mark is 50%

Guidelines:

Teachers

In regards to assessment, teachers are required to:

- Create and conduct at least one Common Assessment Task per Semester for each Topic taught in a Semester.
- Be able to justify their marking of assessment with a rubric/agreed worked answers and or exemplars
- Use a moderation process where relevant
- Upload marks and feedback for all Common Assessment Tasks onto SEQTA within two weeks of conducting the assessment
- Follow the Academic Expectations and Redemption Policy for Work Requirements and Assessment Tasks below a satisfactory standard

In regards to reporting, teachers are required to:

- Provide Term reports on students' academic and behavioural progress
- Provide marks and feedback for all Common Assessment Tasks
- Write accurate reports in the school determined timeline
- Report in a manner consistent with the Victorian Curriculum and the VCE/VCE: VM Study Design
- Report according to guidelines supplied by the Reports Coordinator

Learning Area Heads

In regards to assessment, Learning Area Heads are required to:

- Support teachers in developing Common Assessment Tasks
- Ensure staff have access to and conduct Common Assessment Tasks
- Ensure staff abide by the guidelines of this policy

In regards to reporting, Learning Area Heads are required to:

- Ensure report descriptors are up to date and appropriate
- Ensure SEQTA Marksbook settings and naming conventions are correct
- Ensure teachers report on the basis of evidence and assessment
- Ensure teachers are reporting and releasing the outcomes of Work Requirements and Common Assessment Tasks in a timely manner

Leading Teacher: SEQTA, Assessment & Reporting

In regards to reporting, the Leading Teacher: Assessment & Reporting is required to:

- Ensure all staff are competent with using SEQTA to fulfil their reporting requirements
- Provide Learning Area Heads with the resources and training required to help their learning

areas develop high quality assessment.

- Ensure the reporting program is available to teachers at least four weeks prior to the due date for reports
- Update reports with new descriptors in a timely fashion
- Publicise a timeline for the reporting process
- Digitally release and archive reports
- Print hard copies of reports when requested
- Ensure all parents/guardians are able to access reports

Assistant Principal: Teaching and Learning

In regards to assessment, the Assistant Principal of Teaching and Learning is required to:

- Ensure that Learning Area Heads & the Leading Teacher: SEQTA, Assessment & Reporting abide by the guidelines of this policy and provide support as required

Principal

In regards to reports, the principal is required to:

- Manage any changes to reports
- Providing accountability to staff who do not abide by the guidelines in this policy

Communication

This policy will be communicated to our school community in the following ways:

- included in staff induction processes
- included in our staff handbook
- hard copy available from school administration upon request

Review Cycle

This policy will be reviewed in accordance with the Policy Review Schedule