



ASSESSMENT AND REPORTING POLICY

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Authorised by:
Principal

Approved by School Council:
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Help for non-English speakers

If you need help to understand the information in this policy, please contact Horsham College on 5382 7100, or email horsham.co@education.vic.gov.au.

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 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:

- builds students' understanding of the key skills and/or knowledge for a topic
- is scheduled prior to the assessment.

For each topic there will be a varied number of Work Requirements (typically between one and three). 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
- differentiated (as required) to the student's academic ability level.

GUIDELINES:

Teachers

In regard 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 regard 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 regard 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 regard 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 regard 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 regard 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 regard to reports, the principal is required to:

- manage any changes to reports
- provide 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.