



Wyndham's International High School

POLICY:ASSESSMENT AND REPORTING (2015)
STATUS:COLLEGE COUNCIL APPROVED
DATE:..... 10 September 2015
REVIEW:..... Annually

WERRIBEE SECONDARY COLLEGE

RATIONALE

In order to maximise student learning growth and achievement, assessment is an integral part of the curriculum delivery programme, providing a clear learning outcome against which a student's progress can be measured and improved.

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

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 Handbook consistent with this policy will be developed and updated as required.

PURPOSE

Assessment and Reporting are integral to teaching and learning.

The purpose of Assessment and Reporting are 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 / carers a measure of progress at a point in time.

Assessment

At Werribee Secondary College 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 judgements on student achievement against goals, criteria and / or standards

Reporting

Teachers will report to students and parents / carers:

- accurately and consistently
- with information about student learning and progression

GUIDELINES

Assessment

At Werribee Secondary College 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
 - judgements 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, Torch and the SAST
 - peer assessments made by the student and / or other students, on a wide range of tasks

2. The College will provide assessments to parents / carers 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 / carers, students and teachers to discuss student progress and inform future plans
 - meet the requirements of the Department of Education and Training (DET), Victorian Curriculum and Assessment Authority (VCAA), the Australian Curriculum and the International Baccalaureate Organization (IBO), 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 / carers with timely feedback about their child's performance
 - assess and moderate student achievements according to the common criteria as determined by the learning 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

5. Parents / Carers 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 College of any issues which may impact on their child's performance

Reporting

At Werribee Secondary College, students' academic achievements are reported in a number of ways:

1. **Progressive Results Online**
 - Student scores are frequently posted online for parents / carers and students
2. **Interim Reports**
 - Interim Reports are prepared mid-semester and are made available to parents / carers and students prior to Parent / Carer - Teacher Interviews
3. **Letters regarding poor academic performance**
 - Letters are mailed home (and stored online) where students are at risk of, or are not, meeting the College's promotion requirements (see the College's Student Promotion Policy)
4. **End of Unit Reports**
 - End of Unit Reports are produced at the end of each semester