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## ASSESSMENT AND REPORTING POLICY

<b>Date</b>	May 2023	<b>Review Cycle</b>	2 Years	<b>Approved By</b>	College Council, Principal
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### INTERPRETER SERVICE

If you need help to understand the information in this policy please contact our college on 9741 1822 or [werribee.sc@education.vic.gov.au](mailto:werribee.sc@education.vic.gov.au) so interpreters may be arranged via VITS or local services.



### BACKGROUND

Our programs have diverse ways of assessing students that were informed by different priorities and different historical practices, which need to be streamlined and coordinated to create continuity across the school, to allow for better cross-program (intra-faculty) communication, planning, and reporting, as well as following VCAA and DET guidelines for Assessments.

### PURPOSE

The purpose of this policy document is to make explicit a set of unified principles of assessment to support collaborative planning and development with the aim of achieving school priorities (as stated in the Schoolwide Strategic Plan, SSP, and Annual Implementation Plan, AIP) and improving student outcomes.

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
  - This would look like teacher's differentiation and planning so students can access their learning.
- **ASSESSMENT AS LEARNING**; this occurs when students reflect on and monitor their progress to inform their future learning goals.
  - This would look like student self-reflection and responsibility for their learning and progress.
- **ASSESSMENT OF LEARNING**; this occurs when teachers use evidence of student learning to make judgements on student achievement against goals, criteria and / or standards.
  - This would look like ATs and LTs on COMPASS, Progress and End of Semester Reporting

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## COLLEGE MISSION AND VALUES

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of **respect** and **responsibility**.

We **respect**, and are **responsible** for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.

### ***We respect and are responsible for our:***

#### ***Learning***

*I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.*

#### ***Identity***

*I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.*

#### ***Community***

*I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.*

## RELATED POLICIES

- [Attendance Policy](#)
- [Inclusive Education and Special Educational Needs Policy](#)
- [Curriculum Policy](#)
- [VCE & VCE VM Cross Marking and Moderation Policy](#)
- [VCE & VCE VM Satisfactory Completion of Units and Redemption Policy](#)
- [WSC Internal VCE Non Scored Policy](#)

## SCOPE

This policy applies to ALL assessments generated within any sub-program which operates under CAR (Curriculum, Assessment and Reporting Team):

This policy will be valid from 2023. It will require review within the next Strategic Plan.

## OTHER TERMS OF REFERENCE

- [Mparntwe](#) (Alice Springs Declaration – replaces Melbourne Declaration)
- [Victorian Curriculum F-10 Revised curriculum and reporting guidelines](#)
- Victorian Curriculum
- School Vision, Mission and Values statement
- Relevant study designs (VCE) and study guides (IBDP)
- [VCE and VCAL administrative handbook](#) including VCE VM

## PRIORITIES AND PRINCIPLES OF ASSESSMENT

Assessment tasks will align directly with the achievement standard for which they are designed. They will assess all, or part, of the achievement standard.

1. Assessment should be valid and reliable
2. Assessment should encourage development of life-long learning skills:
  - Collaboration;
  - Communication – Social and self-awareness;
  - Critical thinking;
  - Creativity;
  - Ethical and Intercultural Understanding;
3. Assessment should support student voice and learner agency where possible;
4. Assessment should be an ongoing part of the learning process- meaning feedback is of high importance for student improvement and learning growth;
5. Assessment should be authentic, meaningful, and relevant;
6. Assessment should be inclusive and differentiated according to student needs;
7. Assessment should provide, where possible, opportunities for student self-reflection;
8. Assessment should be varied;
9. Assessment will be used to improve student learning through explicit feedback.

## ELABORATIONS

PRINCIPLE	Elaboration
1	<ul style="list-style-type: none"> <li>Validity refers to the extent that an assessment task measures what it is supposed to measure (achievement of the relevant standard, or part thereof).</li> <li>Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means consistent or dependable results.</li> </ul>
2	<ul style="list-style-type: none"> <li>Different tasks can focus on different transferable skills. Tests, for example, may not be appropriate for developing collaborative skills, but might be suitable for practicing critical thinking skills where application of knowledge and understanding is applied in a new situation, or communicating effectively for a specified audience.</li> </ul>
3	<ul style="list-style-type: none"> <li>Student Voice: is about having the opportunity to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. (FISO)</li> <li>Learner Agency: Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners. (FISO)</li> </ul>
4	<ul style="list-style-type: none"> <li>Assessment should not happen only at the end of a study/topic/unit, but should be part of the teaching and learning program.</li> </ul>
5	<ul style="list-style-type: none"> <li>Authenticity refers to the assessment reflecting the intended learning as documented in the relevant unit of learning.</li> <li>Meaningful refers to the assessment containing opportunities for the development and/or consolidation of transferrable and/or pathways related skills such as real-world contexts or use of command terms.</li> <li>Relevancy refers to the context being appropriate to the students' experience.</li> </ul>
6	<ul style="list-style-type: none"> <li>Inclusive refers to assessment catering to the needs/requirements of all students in a cohort, including, but not limited to: learning styles; language attainment/level; sociocultural capital; physical and/or intellectual disability; gender identity; etc</li> <li>Differentiated refers to assessment containing appropriate entry and exit points for all students to demonstrate their knowledge and understanding.</li> </ul>
7	<ul style="list-style-type: none"> <li>Self-reflection refers to assessment providing students with the opportunity to reflect on their learning progress. This is best supported when assessment tasks have a rubric that is developmental and explicit. This supports learner agency.</li> </ul>
8	<ul style="list-style-type: none"> <li>Varied refers to using a range of assessment types throughout a learning program (unit of learning). Different tasks should have equal weighting for reporting purposes (NOTE: Add to reporting policy).</li> </ul>
9	<ul style="list-style-type: none"> <li>Feedback should be timely (staff agreement is two weeks, dependant on illness or absences) and vary between both verbal and written or rubric marking schemes. Students should be given the opportunity to clarify feedback for areas of improvement.</li> </ul>

## FURTHER ADVICE

- Teachers of the relevant unit of learning should construct assessment tasks collaboratively.
- Where teachers cannot form a consensus on specific matters, this can be taken to the sub-program specialist/convenor.
- The subject specialist will consult with the parties involved, and this policy, before deciding.
- Where necessary, the sub-program specialist/convenor will bring the issue to the faculty director.
- The faculty director will consult with the involved parties, and this policy, before deciding.

## EXAMINATIONS

*This amendment will be reviewed each year through the CAR and SMT Senior School committees and will otherwise be reviewed through consultation as part of the WSC Assessment Policy and Practices review.*

**At Werribee Secondary College participation in exam practice is an essential part of student learning.**

*Exams help prepare students to perform under exam conditions at their peak. WSC students will take exams in all core subjects studied at level 10 (including Year 9 SELP students who study at level 10), and at year 11 and 12 in VCE and IBDP pathways. The purpose of these exams is to familiarise students with the experience of exams, and to explicitly practice responding to command terms relevant to their studies under timed conditions.*

***These exams conform to the following protocols:***

1. *They will be undertaken during exam periods scheduled at the end of term 2 and during exam periods at the end of term 3 (Unit 4) and the start of term 4 (Unit 2). These will be determined and published in the school Yearly Calendar.*
2. *They will run for 85 minutes for all subjects other than English, where they will run for another allocated time fraction.*
3. *They will not contribute to overall semester results but may appear on end of semester reports.*
4. *They will not be used to deny a student an "S" (satisfactory attainment of the outcomes) for any unit 1-4 in which that student has already demonstrated basic competency, although they may be used to grant an "S".*

## REPORTS

**Naming Protocols and Assessing via Victorian Curriculum Achievement Standards 7-10 VCE/VCAA 11 - 12**

What changes need to be discussed at what levels?

At Werribee Secondary College, students' academic achievements and interim progress are reported as follows:

### **1. Learning Tasks Online (Compass)**

- Student results are frequently posted online for parents / carers and students to receive feedback continuously.

## 2. Progress Reports

- Interim Reports are prepared every 5 – 6 weeks and are made available to parents / carers and students prior to Parent / Carer - Teacher Interviews

## 3. Students at Risk

- Students at risk are tracked by student coordinators on a regular basis. Parents and carers are notified if students are at risk academically. 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). Chronicles on Compass are also recorded for this purpose.

## 4. End of Unit Reports

- End of Unit Reports are produced at the end of each semester

## SACs – School Assessed Course work – terminology for VCE students only

## CATs/Tasks – Common Assessment Tasks - 7 – 10

## Naming protocols – All studies have a Semester Overall Results Task.

## VCE VM – example of AT - S1 Unit 1 – Area of Study 1 becomes:

S1 U1 AoS1  
S1 U1 AoS2  
S1 U1 Coursework  
S2 U2 AoS1  
S2 U2 AoS2  
S2 U2 Coursework

## Naming Protocols – IBDP:

S1 AT1  
S1 AT2  
S1 AT3  
S1 AT4

## All other 7-10 remain as:

S1 AT1  
S1 AT2  
S1 AT3  
S1 AT4

## CONSIDERATIONS and ACTIONS

- 1) The College will provide assessments to parents / carers and students which:
  - a) Are regular and available after tasks have been completed;
  - b) Are both formative (in-progress) and summative (at the conclusion);
  - c) Provide opportunities for parents / carers, students and teachers to discuss student progress and inform future plans;
  - d) 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.
  
- 2) Teachers are expected to:
  - a) Make judgements which enable them to set appropriate learning targets for students;
  - b) Ensure that opportunities exist to apply each of the purposes of assessment;
  - c) Maintain up to date records of student achievement on COMPASS;
  - d) Provide parents / carers with timely feedback about their child's performance on COMPASS;
  - e) Assess and moderate student achievements according to the common criteria as determined by the learning area, and other mandated authorities (e.g. VCAA);
  - f) Work with colleagues to ensure that assessment criteria are consistent for students across the learning program
  - g) Inform students of assessment criteria when tasks are set;
  - h) Provide opportunities for students to reflect on their learning consistently within the faculty using the same tools e.g. Microsoft Forms, Google doc, Exit passes, written reflections.
  
- 3) Students are expected to:
  - a) Ensure that they are aware of all assessment requirements, including expectations, criteria and due date(s);
  - b) Work to the best of their ability;
  - c) Complete homework as assigned;
  - d) Be prepared to work in all classes including having all required materials for that class;
  - e) Actively participate in self-evaluations;
  - f) Check COMPASS to obtain work if they are absent from school;
  - g) Seek additional assistance from their teacher, as required.
  
- 4) Parents / Carers are expected to assist their child by:
  - a) Providing their child with all textbooks and other resources listed on the booklist;
  - b) Attending interviews with teachers as requested;
  - c) Monitoring their child's progress;
  - d) Informing the College of any issues which may impact on their child's performance.