Assessment and Reporting

**Assessment** is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.

At Western Port Secondary College in Year 7-10 assessment typically focuses on key points within each term;

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| **Prior to/Beginning of the Learning Sequence** |
| * Analysis of previous relevant data sets available (eg PAT, NAPLAN, ODT, Teacher Judgements).
* Assessments (test/activities) to determine a baseline skill or content awareness and prior knowledge.
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| **During the Learning Sequence** |
| * Regular check ins to confirm skill progression.
* At least ONE Formative Assessment formally recorded in Compass.
* Use of the Summative Assessment (CAT/LT) rubric to support student directed checking of skill mastered and areas to strengthen and focus on.
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| **End of the Learning Sequence** |
| * Students submit their Summative Assessment Task (Common Assessment Task -CAT)
* Student self-evaluation of their own learning against the rubric from the assessment.
* Teacher marks the work submitted against the Achievement Standards within the rubric.
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| **After the Learning Sequence** |
| * Dedicated Feedback time in class allocated to ensure one on one feedback and discuss on the learning progress occurs.
* Teachers moderate work to support consistency in marking and assessment.
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These items are best reflected in the Visible Learning Schedules available here:

Year 7

Year 8

Year 8

Year 10

Past Visible Learning Schedules can be found here:

Year 7

Year 8

Year 9

Year 10

Assessment Schedules in the VCE/VCE-VM are not as uniform as Year 7-10, as all Study Designs are different. For an overview of the Assessment Schedules for senior students, see the links below:

VCE / VM Assessment Schedules

Year 11

Year 12

Past VCE/VM Schedules

Year 11

Year 12

**Reporting**

The college uses Continuous Reporting methods to maintain regular reporting and sharing of progress with parents and carers.

Every 5-6 weeks (dependent on the length of the term), the college publishes Progress Reports against the College CARE Values Matrix. This Matrix visually shows how a student is progressing against the 4 Values of Community, Achievement, Respect and Engagement. These behaviours are then plotted graphically so comparisons from cycles in the semester can be made.

**INSERT CARE VALUES MATRIX HERE**

The college publishes a Semester Report at the end of Term 2 and Term 4 each year. These reports are a summary of the Learning Behaviors throughout the term, along with the Summative Assessment (CATs) that are used to determine Victorian Curriculum Values, or the Progress level of VCE/VM students.

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| **Term 1** |  |  |  |
| **Term 2** |  |  |  |
| **Term 3** |  |  |  |
| **Term 4** |  |  |  |

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| --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Progress Report |  |  |  |
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Please find enclosed the final report for Semester Two, 2022. This report includes the collation of Learning Tasks and the Major Assessment pieces students have completed in each subject during the semester. It also includes the graphical representation of Learning Behaviours in all subjects. In this report students in Years 7 - 10, have the overall Victorian Curriculum level displayed in a grid along with their previous level (if applicable). You will also see the Victorian Curriculum result they achieved for each of the Major Learning Tasks for that subject. In terms of Learning Tasks, when teachers cannot assess Victorian Curriculum levels from a student's performance on learning tasks, because of insufficient participation, the below DNP codes may be used as appropriate. DNP-EX, the EX represents “Exemption from a Curriculum Area.” DNP-LP where LP represents “Low Participation.” DNP-LE where LE represents “Late Enrolment.” DNP-SI where SI represents “Serious Illness.” DNP-UN where UN represents “Absence without Reasonable Excuse.” For students in VCE, Year 11, 1 & 2, the reports show the overall S/N status for their Learning Tasks and their overall subject results. This model of reporting continues to meet the Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority. It should be noted that there are no changes to the Study Designs for Unit 1, 2. If student’s results are not satisfactory, or indicating risk factors, these need to be addressed with the Senior Team and teachers urgently, as unsatisfactory results may impact on their ability to continue or gain a successful Senior Certificate. All students funded under the Program for Students with a Disability (PSD) are included in these reports. This model of reporting continues to reflect the College's focus on targeting student learning at every ability level through differentiated, high-quality teaching which is supported by quality assessment tasks and feedback practices. Should you have any questions about our reporting model, please contact Mrs. Donna Geritz at the College. Should you have any concerns with your student's report or wish to discuss their individual progress, please contact either the teacher directly or the relevant Learning Level Leader.