

Assessment and Reporting at Firbank

PURPOSE

1. This policy outlines the beliefs, understandings and responsibilities relating to assessment and reporting at Firbank.
2. To clarify the definitions, purpose and principles of assessment and reporting.

SCOPE: This policy outlines:

1. The process of gathering, analysing, interpreting and sharing of information about student progress and achievement so that parents, teachers and students can work together to improve student learning.
2. The School must ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
3. The School must assess student performance against the Victorian Curriculum F-10 achievement standards.
4. Assessment information must be formally recorded for every student.
5. Student performance must be monitored.
6. The School must have policies and procedures that outline expectations for the assessment, recording and monitoring of student performance.
7. The School must ensure that teachers, parent/carer(s) and students have access to accurate information about student performance.
8. The School must document how they will assess student learning as part of their school-based curriculum program, including formative and summative assessment.

RELEVANT LEGISLATION

- Australian Education Act 2013
- Victorian Curriculum and Assessment Authority (VCAA) Victorian Curriculum achievement standards F – 10
- Victorian Curriculum and Assessment Authority (VCAA) VASS system for VCE Units 1-4
- Firbank Grammar School VCE Curriculum Overview
- Firbank Grammar School Year Level Curriculum Overviews
- Firbank Senior School Assessment and Reporting Handbook
- VCE Handbook
- [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)
- International Baccalaureate Organisation (IBO) Standards and Practices

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- IBPYP Assessment in the Primary Years Programme

VCE requirements are:

- VCE is a two-year course
- Students normally take 22 units over the two years; however, they may undertake a larger or smaller number of units providing that the requirements for the award of the VCE are met and approval is given by the School.
- To meet the graduation requirements of the VCE, each student must satisfactorily complete a minimum of 16 units.
- Each student must satisfactorily complete:
 - an approved combination of at least 3 units from the English group - English / EAL Units 1 - 4, Literature 1 - 4 with at least one unit at Unit 3/4 level
 - at least three Unit 3/4 studies other than English, which may include any number of English sequences once the English requirement has been met
- Each subject offered for the VCE follows a sequence of four units. Units 1 and 2 are normally taken as a sequence at Year 11.
- Units 3 and 4 are normally taken at Year 12 and **MUST** be done as a sequence.
- While it is possible to enter studies at Units 1, 2 or 3, it is important to be guided by recommendations on the appropriate sequence indicated with the subject description

Note:

- The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 & 4 of an English sequence is required for the calculation of a student's ATAR.
- The Victorian Tertiary Admissions Centre (VTAC) is responsible for student selection into most tertiary courses in Victoria.

DEFINITIONS

Assessment is defined as:

- The collection and evaluation of evidence of student's learning.
- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student achievement and progress to inform teaching.
- Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students. Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence collected and used.
- Quality assessment forms a foundation upon which:
 - teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning

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- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen

Effective assessment is:

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
- **Varied:** It uses a wide range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment and development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation. (PYP: Principles into Practice - Learning and Teaching, Pg.2)

Formative assessment is defined as:

- Any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences.
- Teaching and learning strategies designed to check the progress of learning against personal learning goals and success criteria.
- It occurs daily through a variety of strategies: observation, questioning, reflection, discussion, feedback and feed forward for next steps in learning.
- Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessment is defined as:

- Tasks administered at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and

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understanding at a point in time. Summative assessments can also be used formatively, since they can inform future planning for student learning.

Assessment Principles are defined as:

- Assessment should relate to the Concept Principals and Achievement standards of the of the Victorian Curriculum
- Assessment is informed by an understanding of how students learn and is based on a range of assessment processes and evidence
- Assessment should be an integral component of course design
- Assessment for improved performance involves feedback and reflection by both the teacher and the student
- Assessment is ongoing and integrated in the teaching and learning cycle and involves a variety of diagnostic, formative and summative assessments
- When considering assessment of student achievement and progress, effective teachers see formative assessment as an integral part of teaching and learning, for both themselves and their students. Using data and feedback, teachers identify important issues, which drive inquiry and actions. Teachers monitor the impact of their actions and adjust their practice accordingly
- Students should be informed in advance of the work to be covered in assessment tasks and on the method(s) of assessment
- Assessment tasks should be made accessible to all students and for students with special needs, modified accordingly.
- 'Special needs' relates to students requiring extension, those who have learning difficulties and EAL students
- There should be comparability of assessment within subjects and across a year level
- Assessment enhances learning when teachers use information about student progress to inform their teaching. It is used to clarify the strengths and weaknesses of a learner and determine the immediate effectiveness of teaching strategies and resources
- Learning is deepened and reinforced when students reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards

Assessment of English as an additional language (EAL) students is defined as:

- The length of time during which a student will be assessed against the EAL standards depends on many factors, such as the existing English language proficiency of the student, the number of years of schooling completed, level of literacy in their first language and background experiences.
- If a teacher's assessment of an EAL student against the English achievement standards places the student well below their peers, and the student still requires substantial support in

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learning English as an additional language, then teachers should continue to use the EAL standards.

- It is not appropriate for an EAL student to be assessed against the English standards in one mode, such as Speaking and Listening, and the EAL standards in other modes. While the oral language proficiency of an EAL student may appear to correspond to that of their peers, the demands of the curriculum become more complex as students progress through the year levels, and these students can struggle to cope with the academic requirements of the English curriculum.
- Once an EAL student has reached the 'at standard' level of their respective stage or level in all three modes of Speaking and Listening, Reading and Viewing and Writing, they can be transferred to the Victorian Curriculum F-10 English for assessment and reporting purposes.
- EAL students will follow the EAL Victorian Curriculum 2021.
- Students who have been assessed at the C1-2 levels by their specialist teacher of EAL may receive additional time to complete assessments in their mainstream subjects. EAL students with lower English language proficiency require more time to decode and translate the language found in assessments.

Moderation is defined as:

- Moderation of student assessment occurs regularly and explores a range of assessment data sets to inform curriculum development and teacher practice and is used as the basis for regular feedback and reporting to students and their parents and carers
- Moderation should occur across common student assessment tasks

Documenting Learning is defined as:

- Documenting learning is the compilation of the evidence of learning.
- Documentation can be physical or digital and can be displayed in a variety of forms.
- Documentation of learning is shared with others to make learning visible.
- It reveals insights into learning and provides opportunities to make connections with goals and success criteria.

Measuring Learning is defined as:

- An action that aims to capture what a student has learned at a particular point in time.
- Not all learning can be, or needs to be, measured. A variety of measurement tools can be used to provide data to support student achievement and progress.
- The collaborative analysis of data, undertaken for individual learners, student cohorts and across the school, is used to identify patterns and trends in student learning.
- Teacher moderation, through professional discussions around student samples, is used to develop a shared understanding of what quality and success looks like for diverse learners
- Standardised assessments relate to both mandated national testing and tests that the School has decided to implement for a specific purpose. Generally these are used to gain as much information as possible about the student as a learner but they can be used

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to review results on a wider scale leading to improved changes in teaching and learning practice.

Reporting is defined as:

- Reporting on learning involves communicating what students know, understand and can do.
- Reporting is underpinned by Firbank Grammar's core values, and involves students, teachers and families as partners.
- Information about student learning is shared between teachers, students and parents through formal and informal conferences/parent teacher interviews twice a year.
- Formal written reports are issued to families as a summative record of how well the student is achieving in relation to Victorian Curriculum Achievement Standards (Prep to Year 12), and in relation to the five learning and development outcomes of the Victorian Early Years Learning and Development Framework, ELC. A Transition Learning and Development Statement is provided to a parent or guardian for each student at the conclusion of ELC 4.
- Firbank Grammar School formally reports on student achievement and progress to parents and carers at least twice a year and these reports are made available in digital form via the Firbank Parent Portal. They are produced in an accessible form and are easy for parents/carers to understand (see SS Assessment and Reporting Handbook 2021)

Assessment standards for Years P – 10 are defined as:

- All assessments from P to 10 will be assessed according to the Achievement Standards as outlined in the Victorian Curriculum F - 10
- It is the responsibility of each class teacher/faculty to provide a clear set of content descriptors and achievement standards. These are included in the Curriculum planning documentation.
- **At Standard** - reflects that the Victorian Curriculum standard has been met
- **Above Standard and Well Above Standard** - will give an indication of where a student is placed in relation to the class/year level on that standard/task.
- In the Senior School, the bands that relate to each Standard are as below:
Well Above Standard 90-100%
Above Standard 75-89%
At Standard 55-74%
Below Standard 40-54%
Well Below Standard <40%

Senior School Assessment standards for VCE Unit 1 -4 are defined as:

- **VCE** - Victorian Certificate of Education (VCE).
- **Satisfactory (S) result** - is a school decision based on whether the student has achieved the set of outcomes as specified in the study design for that unit.
- **VCE grading system for all Units 1 -4 coursework** is defined as:

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- Grades range from A + to E
- The percentage or criteria which correspond to these grades will be decided by individual departments
- o **Meeting the required standard for Units 1-4 is defined as:**
- Satisfactory (S) result
- Non satisfactory (N) result
- o **Extension of time is defined as:**
- Students who have not met the required standard for achieving an outcome in a unit may be given an extension of time or another task to complete to achieve their Satisfactory result
- It is the responsibility of each faculty to decide on required standards.
- The original result for the assessment will, however, still stand.
- The extension of time will not exceed the date for the end of the unit unless there are exceptional circumstances
- o **'Not Assessed' (NA) is defined as:**
- The grade given when a student has a valid reason for missing the task and in consultation with the Director of Learning and/or Deputy of Learning
- Non submission of a task without a valid reason will be assessed as 'Well Below Standard' with a zero-mark entered

Modified program is defined as:

- o A program of study that has been changed/ modify to support a students' learning.

Progressive online reporting is defined as:

- o A process of aligning the practice of feeding back to students and parents that encourages students to continually reflect on their work.
- o A process that provides immediate feedback to parents and students on each assessment task when it becomes available.

The Community Portal is defined as:

- o The main avenue for communication about student academic progress to parents and supports the progressive online reporting process

Frequency of reporting is defined as and determined by:

- o The number of pieces of assessment that is reported through the Progressive online reporting process
- o The number being minimum of 1 per term (for subjects with less contact time with students) and a maximum of 6 a semester. This number may vary per semester, depending upon the curriculum or the year level.
- o Unit 3/4 subjects will be reported on with a minimum of one comment per term. These comments will not just be based on SAC results and will sometimes involve comments about progress or practice assessment.

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- If there is not a grade available, there will be an option to indicate that the work is “in progress”

Academic Achievement transcript is defined as:

- A PDF document that pulls together all progressive online assessment grade and feedback comments. This is made available to parents at the end of each semester.

Academic Wellbeing report is defined as:

- A PDF report that displays the Motivation and Engagement Wheel for each student.

Motivation and Engagement Wheel is defined as:

- A wheel that identifies factors of motivation and engagement and allows the student to identify emotions and behaviours that that may need to change for continued motivation and engagement to occur.

The Victorian Tertiary Admissions Centre (VTAC) is defined as:

- The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria).

Victorian Curriculum and Assessment Authority (VCAA) is defined as;

- The Victorian Curriculum and Assessment Authority is a statutory authority of the Victoria State Government responsible for the provision of curriculum and assessment programs for students in Victoria, Australia. The VCAA is primarily accountable to the Victorian Minister for Education.

The Victorian Assessment Software System (VASS) is defined as:

- The online central data service that records and logs all assessment data and enrolment data for all VCE, VCAL and VET subjects.

ROLES AND RESPONSIBILITIES

Director of Learning is responsible for:

- Overseeing the role of the Deputy Head of Learning and their responsibilities to govern Assessment and Reporting processes; working with Heads of Turner/Sandringham House to ensure consistent implementation of Firbank’s Assessment and Reporting Policy

Head of Turner/Sandringham Campus is responsible for:

- Overseeing the roles of the PYP Coordinators of Turner/Sandringham House to ensure consistent implementation of Firbank’s Assessment and Reporting Policy

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Deputy Head of Learning (Senior School) is responsible for:

- Overseeing Assessment and Reporting timelines, processes, and quality of reports
- Overseeing Heads of Department in quality and frequency of assessment, quality of reports and Synergetic input
- Overseeing VCE Coordinator role
- Liaising with Wellbeing leaders of Year 11 and Year 12 and VCE Coordinator to support VCE students at risk of achieving Non satisfactory (N) result at VCE Units 1+2.
- Liaising with Director of Student Services – Learning Strategies for development of modified programs, assessment and reporting

PYP Coordinator is responsible for:

- Annual assessment schedule reviewed, updated and shared
- Establishing platform for recording and accessing data
- Recording formative and assessment tasks in planning documentation
- Updating assessment tracking tools: Essential Assessment, Brightpath, OARS platform
- Liaising with EAL and learning support to identify student needs, adjustments and modified report options
- Upskilling teachers on tools and strategies for assessment including: Assessment of learning, Assessment of learning, assessment as learning, assessment for learning
- Liaise with ICT department to establish report structure on synergetic for semester reports

VCE Coordinator (Senior School) is responsible for:

- SAC calendar
- Overseeing VASS Coordinator
- Processes and timelines regarding VCE exams and VCAA/ VET communications

VASS Coordinator (Senior School) is responsible for:

- VCE data input into VASS system

Director of Student Services is responsible for:

- Development of modified programs and assessment
- Individual learning plan process and timelines

RELATED POLICIES AND PROCEDURES

Senior School Assessment and Reporting Handbook

Campus Semester based Reporting timelines and procedures

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Diverse Learning and Inclusive Access Policy

COMPLAINTS AND ENQUIRIES

The school community may provide feedback on this document by emailing:

Kim Elith, Director of Learning: kelith@firbank.vic.edu.au

APPROVALS AND REVIEW

Approval and Review	Details
Approval Authority	School Board
Advisory Committee to Approval Authority	JS Curriculum Team SS Learning and Innovation Team
Administrator	Head of Risk and Compliance – Jen Shakespeare
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