



Assessment and Reporting Policy

REPORTING TO PARENTS

VVSS will provide written reports to Parents/Caregivers four (4) times a year and sent home via post to parents/caregivers at the end of each term.

Term 1	Grades and written subject comments
Term 2	Semester Grades
Term 3	Grades and written subject comments
Term 4	Final Grades

All reports will include the student attendance data for the assessment period.

SACE

Subject teachers will use the relevant SACE Performance Standards when reporting to parents

8-10 LEVEL

The Australian Curriculum achievement standards will be the key reference point for learning design, assessment and reporting on all learning areas and subjects.

Subject Teachers will use the relevant Australian Curriculum Achievement Standards when reporting to parents on student achievement and progress and use the A-E guide reporting resource.

The mid-year report will reflect student achievement demonstrated against the standard, taking into account what has been taught to that point in the year. For a Year level achievement standard, the end-of-year report should reflect student achievement across the whole year.

All year 8-10 reports will have the following exact wording printed on them (DECD requirement):

'You can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in the child's peer group at school. This information will show you the number of students in each of the five achievement levels.'

ASSESSING STUDENTS Year 8-10

Teachers will use a range of different assessment strategies to ascertain what each student has learnt, their progress, their actual achievement and the support required for further learning. Teachers, with the use of a rubric, will make judgements about the extent and quality of each student's achievement and progress in relation to the Australian Curriculum achievement standards, and use the achievement standards

as the reference point for assigning A–E grades or word equivalents when reporting to parents/carers.

Teachers will help students understand the rubrics used to assign the achievement standard and will also give students multiple opportunities to demonstrate their knowledge and skills.

Achievement standards and content descriptions are an interrelated set. Together they are a key reference in the process of designing for learning and assessment.

Achievement standards describe what students are typically able to understand and able to do. They describe expected achievement as a result of being taught the curriculum of the respective year or band of schooling by the end of that year or band level.

APPENDIX

The following appendices are extracts from the **Reporting on Australian Curriculum in DECD schools Reception–Year10 (Version 2.) Document**

Appendix 1:

Student Reports

(1) . . . a school must provide a report to each person responsible for each student at the school in accordance with this section.

(2) A report must be readily understandable to a person responsible for a student at the school.

(3) A report must be given to each person responsible for the student at least twice a year.

(4) For a student who is in any of Years 1-10, the report must:

(a) give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:

(i) against any available national standards; and

(ii) relative to the performance of the student's peer group; and

(iii) reported as A, B, C, D or E (or on an equivalent 5 point scale) for each subject studied, clearly defined against specific learning standards ...

Appendix 2:

In cases where the student is working at a level below that of their year or band level cohort, e.g. a Year 8 student working at Year 6 level or Year 6/7 band level, aspects of the student's learning program may be drawn from a year or band level lower than that in which they are placed. This will then include using A–E grades or word equivalents to report the student's achievement against the lower year or band level achievement standard. This could occur in one or more learning areas or subjects and must be noted in the report.

Appendix 3:

Reporting against the achievement standards for students with disability

In the case of students with disability, schools are required to negotiate both the student's learning program and appropriate reporting arrangements with the student and their parents/carers. These will be documented in the student's Learning Plan, e.g. NEP.

- *Students with disability requiring accommodations to assist with curriculum access and achievement will be assigned A–E grades or word equivalents against the achievement standards of the year level in which they are placed.*
- *For some students with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. A–E grades or word equivalents will be assigned against the negotiated year level achievement standard(s) documented in the student’s Learning Plan, e.g. NEP. The achievement standard(s) must be indicated in the report.*

Appendix 4:

EALD students after NAP eligibility has expired

The mainstream school should negotiate both the student’s learning program and appropriate reporting arrangements with the student and their parents/carers during the first term after their NAP eligibility has expired. These will be documented in the student’s Learning Plan.

Reporting options:

1. Provision of a comprehensive descriptive report without A–E grades or word equivalents, for no more than six terms after entry to the mainstream school. Such descriptive reporting will include information about the student’s achievement and learning progress aligned to the Australian Curriculum achievement standards and the goals documented in the student’s Learning Plan. The negotiated Australian Curriculum achievement standard year levels are to be noted in the report.

OR

2. Assigning A–E grades or word equivalents against any learning area/subject achievement standards in which the student is able to demonstrate learning and understanding at the level of the year in which they have been placed. This may require curriculum differentiation to support students in accessing the English language and literacy demands of the relevant learning areas/subjects. Other learning areas/subjects will be covered by option 1 above. The relevant Australian Curriculum achievement standard year levels are to be noted in the report.

Appendix 5:

The following table identifies word equivalents for use in DECD schools.

A	<i>Your child is demonstrating excellent achievement of what is expected at this year level.</i>
B	<i>Your child is demonstrating good achievement of what is expected at this year level.</i>
C	<i>Your child is demonstrating satisfactory achievement of what is expected at this year level.</i>
D	<i>Your child is demonstrating partial achievement of what is expected at this year level.</i>
E	<i>Your child is demonstrating minimal achievement of what is expected at this year level.</i>

Appendix 6:

*One of the intentions of the A – E guide is to support teachers in the development of engaging and challenging curriculum, pedagogy and assessment which embeds **intellectual stretch** for all students and develops them as powerful learners. The expectation that students demonstrate capacity to apply knowledge, skills and understandings **in new contexts** to achieve at least a ‘C’ (satisfactory) level of achievement reflects this intention.*