

Catholic Regional College Caroline Springs

Assessment and Reporting Procedures



Catholic Regional College Caroline Springs is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at Catholic Regional College Caroline Springs to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement

1.1. Formative Assessment Methods may include, but are not limited to:

- Concept Maps
- Pre/Post-tests
- Class Discussions
- Brainstorms

1.2. Summative Assessment Methods may include, but are not limited to:

- Topic Tests
- Examinations
- Assessment Tasks
- Oral Presentations
- Performances
- Practical Assessments

1.3. Students with additional learning needs. Assessment Methods may include, but are not limited to:

- Personalised Learning Plans
- Adjusted Assessment Tasks
- Scaffolded Worksheets
- Subject-based Learning Goals

2. Process for developing assessment tasks

- Identification of Victorian Curriculum Standards Assessed
- Development of marking criteria
- Development of Rubric
- Assessment task sheet
- Weighting of Assessment Task
- Sharing of Task Sheet and Rubric with Professional Teaching Team for Review
- Uploading of Task Sheet and Rubric to SEQTA for students and parents/carers to view

3. Cycle of review of assessment practices and processes

3.1. Student data

Student data is a priority at the College. Quantitative data is disseminated to teachers on a Semester basis, containing standardised testing data, including National Assessment Program Literacy and Numeracy (NAPLAN) Online and Progressive Achievement Testing (PAT) Reading

Comprehension and Mathematics data. Furthermore, school-based Semester achievement data is included to assist teachers in measuring achievement, growth and in triangulating data.

PIVOT student surveys is an additional data source example at the College. Students are surveyed throughout the year to provide teachers with feedback about their effectiveness against the Australian Institute for Teaching and School Leadership (AITSL).

3.2. Identification of data

Disseminated student data is classified by processes introduced via the College Literacy and Numeracy Team. Data is classified against a 5-point colour coding system, ranging from Well Above Standard (dark green), Above Standard (light green), Average (yellow), Below Standard (light red) and Well Below Standard (dark red). Annually, teachers are supported in the contextual factors of the standardised testing data the College collects. These initiatives support data informed conversations to bolster student learning outcomes.

3.3. Collection of data – cycle, methods, storage, dissemination

Bespoke data cycle documents house the cycle, methods and dissemination of data at Catholic Regional College Caroline Springs. Data is stored via the College Learning Management System, SEQTA Teach, in addition to SPA and Australian Council for Educational Research's (ACER) Online Assessment and Reporting System (OARS).

3.4. Analysis of data

Through the addition of new teams and positions, systems are in place to analyse data at the College, particularly through the Learning and Teaching Leader Data Analysis Position of Leadership (POL), the Literacy and Numeracy Team and the School Improvement Team.

3.5. Interpretation of data

Through the addition of new teams and positions, systems are in place to interpret data at the College, particularly through the Learning and Teaching Leader Data Analysis Position of Leadership (POL), the Literacy and Numeracy Team and the School Improvement Team.

As noted above, disseminated student data is classified against a 5-point colour coding system, ranging from Well Above Standard (dark green), Above Standard (light green), Average (yellow), Below Standard (light red) and Well Below Standard (dark red). Annually, teachers are supported in the contextual factors of the standardised testing data the College collects. These initiatives support data informed interpretations and conversations to bolster student learning outcomes.

3.6. Use of data to inform teaching and assessment practices

Facilitated data Professional Practice Workshops (PPW) support and inform teachers' assessment and teaching practices. PPW topics have included:

- The Australian Council for Educational Research's (ACER) Online Assessment and Reporting System (OARS)
- Band Reports
- Group Reports
- Individual Reports
- Norm-Reference Reports
- Data Informed Practice to inform teaching and assessment practices
- Data Informed Practice Plus to inform teaching and assessment practices.

Professional Learning is developed cyclically in response to student and teaching trends and patterns, together with teacher preferences.

4. Reporting practices

4.1. Formative assessment

Formative Assessment Tasks at the College are not reported on, but students and parents/carers are able to access teacher feedback on these tasks using the SEQTA Marksbook. Students may also be provided with verbal feedback around formative assessment.

4.2. Summative assessment

Each Assessment Task at the College is accompanied by a rubric, with a five-point grading system, and a marking criteria. For each Assessment Task completed, students are provided with a mark for each Victorian Curriculum Strand assessed, as well as an overall percentage for the task. Each Assessment Task percentage contributes to the Overall Result for the subject on the Semester Report. Teachers are expected to provide feedback on Assessment Tasks, via SEQTA or on the task itself, within three weeks of the task being submitted.

4.3. Written reports

The College's Interim and Semester Reports are completed on the College's Learning Management System, SEQTA. For both Interim and Semester Reports, the administrative and setup requirements are completed by the College's Learning & Teaching Team, before being made available to teaching staff. Furthermore, the Learning & Teaching Team provide documented instructions to staff on how to complete both Interim and Semester Reports, alongside staff briefing sessions. For Semester Reports Learning Area Leaders are responsible for entering the Learning Area Achievements assessed and Assessment Tasks completed in the SEQTA Marksbook Report Outcomes for each subject within their Learning Area.

Teaching staff are provided at least three-weeks in which to complete the Interim and Semester Reports, before a proof-reading session occurs. Following the correction of any errors identified during the proof-reading session by teaching staff, reports are released to parents/carers on the last day of each Term.

Interim Report Criterion

Students are reported against the following categories, with relevant aspects provided below:

Demonstrates academic improvement

Applies effort

- Attempts all tasks
- Maintains attention in class
- Participates in class
- Cooperates and collaborates in class

Manages personal learning

- Brings correct materials to class
- Organisation
- Satisfactory completion of set homework, in a timely manner
- Seeks teacher support as required

Demonstrates appropriate behaviour

- Punctuality
- Works respectfully with peers and teachers

For the Pastoral Care Interim Report, the column reading Demonstrates academic improvement is interpreted as: 'Demonstrates Personal Growth'.

Interim Reports are completed using the numbers 1 to 5 for each category to denote:

1. Not Applicable
2. Rarely
3. Sometimes
4. Usually
5. Always

Student-Parent-Teacher Interviews are acknowledged in the report using either:

- W = Welcomed
- R = Requested

Student late arrivals and absences are also included in the Interim Report.

Semester Report Criterion

For the Semester Report, students are reported against the same categories as the Interim Report noted above. Additionally, students are provided a progression point grade, from Well Below Standard to Well Above Standard for their achievement for each Victorian Curriculum Strand assessed within each subject alongside a percentage grade for each Assessment Task completed in the subject. The progression point grade, is compared to each student's achievement in the previous Semester Report, as well as the grade expected for a student in that year level at the time of year the report is issued. Furthermore, students are provided an Overall Result for the Semester for each subject as a score out of 100, which is a culmination of each Assessment Task completed throughout the Semester.

Reporting & Assessment Grading Scales and Abbreviations

The College Rubric and Semester Report uses the following grading scales to report student achievement:

Well Above Standard – Well above the standard expected at this time of year

Above Standard – Above the standard expected at this time of year

At Standard Consolidated – At the standard expected at this time of year

At Standard Emerging – Working towards the standard expected at this time of year

Below Standard – Below the standard expected at this time of year

Well Below Standard – Well below the standard expected at this time of year

The College Rubric and Semester Report uses the following abbreviations and percentage scales to report student achievement:

Well Above Standard – WAS – 100%*

Above Standard – ABS – 100%*

At Standard Consolidated – ASC – 70-100%

At Standard Emerging – ASE – 40-69%

Below Standard – BLS – 20-39%

Well Below Standard – WBS – 0-19%

*Well Above Standard and Above Standard are graded at the professional judgement of the teacher based upon the student's level of knowledge demonstrated within the task, and illustrated understanding of curriculum one or two years above their current level.

4.4. Student/teacher/parent conferences

Parents/carers are provided with two opportunities across the year (at the beginning of Term 2 and the beginning of Term 4) to meet with teachers to discuss student progress in classes. These can be scheduled as face-to-face or on Microsoft Teams.

4.5. Students with additional learning needs

For students with diverse learning needs, the College's Learning Diversity Team, in conjunction with teaching staff develop a Personalised Learning Plan (PLP) for these students each Semester. The PLP is used to develop clear goals for students to achieve in each subject alongside strategies for them to achieve these goals. The PLP is designed to allow students to experience success in the classroom, whilst also improving academic performance. The Learning Diversity Team, in conjunction with the student and parent/carer develop long term goals for the students to work towards achieving during the Semester. The classroom teacher, in consultation with the student, develops two short term goals to achieve during each Term. At the end of each Term, the classroom teacher assesses each of the long and short-term goals for the PLP, and provides any relevant comments and/or feedback in relation to the achievement of each goal. At the end of each Semester, the PLP is made to both students and parents/carers at the same time as the Semester Report is released.

4.6. Students with additional needs

As noted above for students with additional learning needs, students with additional needs may be placed on a Personalised Learning Plan (PLP) each Semester. Students may also have adjusted timetables, or student management plans, to compliment the Interim and Semester Reports.

5. Personalised Learning Plans

5.1. NCCD data

Data is entered onto SEQTA via teachers, Learning Support Officers (LSO's) and Learning Diversity Team throughout the year, when adjustments, modifications or additional support is provided to students. The Learning Diversity Team collates all of the data entered throughout the year, before the NCCD Committee reviews the data for its relevance to NCCD funding through a case study approach.

5.2. Participation in national testing programs such as NAPLAN, PISA

Year 7 and 9 students participate in the National Assessment Program Literacy and Numeracy (NAPLAN) annually. NAPLAN tests assess student knowledge and skills in writing, reading, conventions of language (spelling, grammar, and punctuation) and numeracy. The results of the tests provide information for students, parents, teachers and principals, which can be used to improve student learning and achievement.

NAPLAN tests continue to transition from a paper-based test to an online assessment. Students complete the tests utilising a computer. NAPLAN Online delivers numerous benefits including:

- a 'tailored test' design that adapts to correct and incorrect student responses, providing a more precise understanding of student achievement.
- innovative use of technology, including a more engaging test design and a wider range of item types.

NAPLAN Online also provides a better assessment, more precise results and is more engaging for students. NAPLAN Online is a tailored test that adapts to student responses, presenting students with questions that may be more, or less, difficult – resulting in better assessment and more precise results.

6. Senior secondary assessment and reporting policies, procedures and practices

Common Conditions for the Conduct of an Assessment Task

All conditions must be strictly common across all classes for any given study. All assessment task completion weeks will be provided to students at the beginning of the year. Individual teachers will then set the specific dates for the assessment task in the designated week for their subject. All assessment tasks must be completed in the scheduled assessment task dates.

Students complete all their assessment tasks as instructed by their teacher. The assessment tasks must be common across all classes within the same subject. The student's coursework stays with the teacher until the completion of the assessment task by all students and it is marked. No assessment task can be returned to students until all students have completed it.

The use of computers is permissible in the assessment task where appropriate. The learning areas concerned should develop guidelines and procedures for such use to ensure equity and justice.

Assessment Task Test Conditions

All assessment tasks completed under test conditions must be held according to examination conditions and be applied consistently across subjects within the learning area. Learning area guidelines for assessment task conditions are to be provided by teachers to all students.

Extended Assessment Task period

Students may bring class notes, revision material, resource material, summaries, annotated documents etc. to the first lesson of any given assessment task where such material is appropriate. For the extended assessment task this material would then stay with the teacher until the completion of the assessment task. No additional material may be taken to the class in subsequent time allocated to that particular assessment task. Learning areas may choose to provide more stringent guidelines as to what can be brought to the class for individual pieces of coursework. Students can take class texts, novels, and calculators to and from the College during the extended assessment task.

Feedback on Level of Achievement if Satisfactory

Each assessment task is part of the teaching and learning process and as such feedback is integral for continual student development. SAC feedback should be seen as part of the ongoing assessment process. This approach includes students as much as possible in the teaching and learning process and helps to maintain perspective on the relative weighting of each assessment task.

For Units 1 and 2 students are provided with their work, the mark awarded and the criteria sheets and/or marking schemes.

Our learning areas and teachers are encouraged to provide other feedback as appropriate, such as:

- advice on particular skills
- advice on where and how improvements can be made for future learning
- written comments on students' performance against learning outcomes
- comments may be written on the work.
- Comments electronically on assessment task via SEQTA

Each study should take a common approach within the above guidelines to the giving of feedback.

Unit 1 & 2 College reports contain S/N decisions, assessment task grades and examination grades.

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- Cooperates and collaborates in class

Manages personal learning

- Brings correct materials to class
- Organisation
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- Seeks teacher support as required

Demonstrates appropriate behaviour

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Semester Report Criterion

For the Semester Report, students are reported against the same categories as the Interim Report noted above. Additionally, students are provided a Satisfactory or Not Satisfactory Grade for each Unit outcome assessed within each subject alongside a percentage grade for each Assessment Task completed in the subject. Furthermore, students are provided an Overall Result for the Unit (Satisfactory or Not Satisfactory), which is a culmination of each Assessment Task completed throughout the Semester. Students who are withdrawn from a subject are graded J.

SCHOOL-BASED ASSESSMENT SPECIAL PROVISION POLICY

Rationale

Students that enrol in a VCE subject at Catholic Regional College Caroline Springs enter with a reasonable expectation of being able to achieve the set outcomes of the study design and end of unit examinations. A student is expected to submit all of the required work for each unit.

Special provisions can, however be granted in exceptional circumstances. These provisions allow students who cannot complete all of the regular course requirements the opportunity to still satisfactorily complete the unit.

A student is eligible for special provisions if they're affected in a substantial way by:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder
- illness
- impairment or injury
- traumatic personal incident
- family circumstances

Objectives

As part of the educational process, the College endeavours to be inclusive of all students and their learning pathway. Hence, when a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provisions for School-based Assessment. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The College will ensure it retains appropriate documentation about any decisions relating to granting provisions for School-based Assessment, including supporting evidence.

Catholic Regional College Caroline Springs strives to:

- Create a culture of inclusiveness and fairness to all students.
- Ensure that all students are given an equal opportunity to demonstrate satisfactory completion of School-based Assessment.
- Encourage close communication between parents, teachers and relevant medical practitioners.
- Inform parents about its expectations, and their children's activities and development at school.
- From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current. All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality principles.

Approved by Catholic Regional College Caroline Springs Leadership Team May 2021 (Next review: May 2022)