



Assessment & Reporting Policy

RATIONALE

Accurate and comprehensive assessment and reporting of Maryborough Education Centre (MEC) school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

DEFINITIONS

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

Reporting refers to the summative assessment of where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. This determination is made available to the student, their parents, and teachers.

Summative Feedback refers to assessment feedback provided to students at the completion of a performance (assessment) task.

Formative Feedback refers to assessment feedback provided to students during the completion of classwork and performance (assessment) tasks.

Differentiation refers to alterations made to a teaching and learning sequence to accommodate the needs of individual students. Differentiation can occur with the content, the process, or the product within a teaching and learning sequence.

Online Reporting System refers to a web-based system of continuous reporting to allow accurate, timely and progressive summative and formative feedback to be provided to students and their parents.

AIMS

All MEC students, and their families, will be provided with accurate, comprehensive, and continuous information about student learning progress. Assessment and Reporting is underpinned by the following aims:

1. To assess and report the performance of individuals and groups within the school community accurately and comprehensively.
2. To improve student learning through accurate determination of areas of future need, as well as areas of current exemplary performance.
3. To highlight student progress through regular and ongoing feedback to students and parents, in order to provide direction for their future learning.
4. To empower students to reflect on and improve their learning.

5. To provide parents with information about students' strengths and areas for improvement in their future learning focus and how parents can support student learning initiatives at home.
6. To utilise an online reporting system to facilitate accurate, timely and continuous feedback to students and parents.

IMPLEMENTATION

The Assistant Principal for Teaching and Learning and Curriculum, Assessment and Reporting Leading Teachers will lead the assessment and reporting process at MEC. This will include:

- overseeing the implementation of the assessment and reporting policy within MEC
- ensuring administrative processes are conducted efficiently to support staff in their implementation of the policy
- maintaining own professional knowledge in the areas of assessment and reporting and relevant legislative requirements and provide this information to staff as required
- constructing and communicating timelines and information to staff and providing additional support as required
- ensuring that students in Prep to Year 10 receive a semester-based report that includes Victorian Curriculum assessment of levels and links to Strands and Sub-strands
- ensuring that students in VCE and VCAL (from 2023 the VCE Vocational Major) receive a semester-based report that meets VCAA reporting requirements
- ensuring that parents/carers in Prep to 12 have the opportunity to discuss their child's report and progress with teachers and school leaders twice a year
- ensuring that the following groups of students receive a Student Support Group and Individual Education Plan each term:
 - students receiving Disability Inclusion Funding
 - Aboriginal Students
 - students in Out of Home Care
 - Middle Years Literacy and Numeracy Support (MYLNS) students
 - English as an Additional Language (EAL) students.
- ensuring that EAL students are assessed against the EAL achievement standards
- ensuring that reports to parents:
 - report on achievement and progress
 - use an age related five-point scale for English, Mathematics and Science
 - uses a learning goal scale or a learning dimensions scale for other areas of the curriculum.
- managing continuous reporting
- providing support to their relevant teams to implement assessment and reporting programs
- co-ordinating assessment and reporting administration within their domain and/or team/s
- liaising with the Reporting Coordinator and Assistant Reporting Coordinator to co-ordinate and manage the online reporting system
- working with the Reporting Coordinator and Assistant Reporting Coordinator to deliver professional development to staff in the technical aspects of implementation of the policy
- coordinating and lead the delivery of standardised testing including NAPLAN, GAT and PAT testing
- creating a special provision process and register each year to support students who will need adjustments made to examinations and testing

- coordinating and leading the examination process in the school including internal and external examinations
- providing opportunities for parents/carers to discuss their child's school report and progress twice a year.

Teaching staff will be supported to follow the MEC Assessment and Reporting process including:

- being familiar with the policy and the requirements for its implementation
- being aware of, and follow, assessment and reporting schedules
- utilising formative and summative assessment practices in class/es
- differentiating assessment and reporting to support individual student needs

ASSOCIATED DOCUMENTS

Relevant documentation includes but is not limited to:

- [F-10 curriculum planning and reporting guidelines](#)
- [VCE and VCAL Administrative Handbook](#)
- [Program for Students with Disabilities – guidelines for schools](#)
- [Victorian Curriculum](#)
- [VCE Study Designs](#)
- [Department of Education and Training](#)
- [Australian Qualifications Framework \(AQF\)](#)

OTHER RELEVANT POLICIES

- Homework Policy
- Curriculum, Teaching and Learning Policy

EVALUATION

The following data will be used in order to assess whether the policy has achieved its purpose:

- NAPLAN, OnDemand, Essential Assessment and VASS data
- Parent use of Online Reporting System
- Student use of Online Reporting System
- Teacher use of Online Reporting System

POLICY REVIEW AND APPROVAL

Communication	MEC Website Staff Handbook
Consultation	Curriculum, Reporting and Assessment Leadership Team Education Policy June
Policy last reviewed	21 st June 2022
Approved by	Anita Ford School Council President
Next scheduled review date	This policy was last updated on 21 st June 2022 and is scheduled for review as part of the school's 3-year review cycle.

Signed:



Anita Ford
School Council President

Date 21/06/2022