# Catholic Regional College Sydenham
# **Assessment and Reporting**

Catholic Regional College Sydenham 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 Sydenham 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

    Satisfactory completion of a learning outcome should be obtained through the completion of formative coursework. Formative assessment tasks must be used to determine Satisfactory completion of the outcome prior to the scored task. LACs should ensure that appropriate records are kept for work being undertaken, ensuring that all work falls within the VCAA guidelines. LACs should promote to all staff the notion that authentic assessment can be conducted through formative tasks. **Teachers are required to upload feedback on at least two formative tasks per term to SEQTA to ensure adequate feedback is provided.**

    1.2.  Summative assessment

    School assessed coursework (SAC) should take place after the initial assessment of the learning outcome to score the level of achievement obtained by the student, for the purpose of providing a score and ranking students across the subject cohort. SACs may also be used, as an opportunity for students to demonstrate competency if the previously submitted coursework was not deemed to be satisfactory.

    Summative tasks are only appropriate for the purpose of scored assessment.

    Outcomes for these tasks are loaded to SEQTA with adequate comments linked to the subject study designs. Summative assessment results are included in the Semester reports.

    1.3.  Students with additional learning needs

    Students with additional learning needs, if undertaking a VCE course, are required to complete forms of assessment. Students with additional learning needs have the ability to work with the VCE coordinator to submit an application to VCAA for alternate examinations arrangements. The adjustments to SAC arrangements should mirror the amendments awarded to students for end of year examinations. These amendments should also be reflected in the student's Personalised Learning Plan (PLP) and reflected on the student profile for NCCD data arrangements.

2. Process for developing assessment tasks

   In the process of developing assessment tasks, teachers are required to review the assessment and reporting guidelines provided by the VCAA and Study Designs for guidelines and key skills and knowledge required to demonstrate a satisfactory understanding of the outcomes. Teachers have the ability to work in subject networks with either internal or external staff to develop assessment which challenges students, ensuring an even spread of the cohort. Staff also have access to purchased materials which can be used to guide the development of authentic tasks. These materials should act as a guide only. Within the subject team the validity of the task should be assessed prior to the delivery of the task.

   **Assessment tasks should be designed to allow students to demonstrate fundamental skills and knowledge as well as higher order thinking.** This will allow teachers to collect data to provide an authentic spread of student achievement across the subject cohort.

3. Cycle of review of assessment practices and processes

| Data | When is it collected? | Purpose of collection? | How it is used to improve student learning outcomes? |
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| VCE Results Data (class performance analysis by question by question in comparison with the rest of the school and state) (scales of moderated and school assessment) Achieved vs Predicted (VCAA & Carmel Richardson data) | Collating of required information to staff (VCE exam question analysis, VCAA -value added and Carmen R data) **Week 3 – 4 Term 1**<br><br>Distribution of information to staff **Week 10 Term 1**.<br><br>Staff to analyse the data and complete required proforma **(Term 2)**<br><br>Implementation of strategies/resources developed Term 2 to 4 | Data is used to inform teachers of the performance of their students in Course work and examinations in the expectation that a review of the data will provide an opportunity for meaningful evaluation of the instructional practice. | Teachers analyse the performance of their students in the examination in a question-by question breakdown of results. Teachers are able to analyse how students have performed in each question in comparison with the rest of the State. This leads to a reflection on those areas of the curriculum that students have pe1formed well in and those areas that students have performed below average.<br>Teachers are required to analyse student performance from an achieved v predicted mark viewpoint. This data compares performance in the GAT with performance in individual subjects. Teachers are required to review the data and suggest possible reasons for both positive and negative residuals in their class. This is done with a view to informing future practice rather than as a punitive measure.<br>Teachers are required to analyse data, which demonstrates the moderation effect on School Assessed Coursework. This information indicates how closely school assessed work matches the final assessment outcome. It is expected that as teachers become more experienced their ability to allocate appropriate achievement grades will improve.<br>Faculties/Subjects analyse overall trends to identify areas for improvement and opportunities for consolidation or adjustment. |
| 90+ ATAR & 40+ Study Scores and Subject Value Add Data | This data is collated and analysed on the release of VCE results from VCAA (**December**) and on the delivery of the Value-Add analysis | This data is analysed by the Leadership team to measure success in meeting College goals around 90+ | This data is used to plan new strategies for teaching and learning based on the analysis of a range of outcomes. These include –<br>1. Percentage of ATARs over 90<br>2. Percentage of 40+ Study scores<br>3. Reduction of students with an ATAR below 40.<br>4. Increase/Decrease in Value Add by subject.<br>5. Increase/Decrease in Value Add by faculty. |

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| | provided by Academic Data Analytics (Carmel Richardson) in **January**. | ATARs and 40+ study scores. It is also used to measure how strategies from the previous year's goals have made differences in quartile breakdowns within the cohort. | 6. A comparative analysis of the breakdown of results from the previous year.<br><br>These results are also discussed by faculties and form a part of their strategic planning for improved learning outcomes.<br>This data is also shared with the Federation schools to inform them of trends within subject/faculty results.<br><br>This data also forms part of the evidence used within the Annual Report.<br><br>This data is also used to identify exemplary teaching results and practices. These practitioners then share their strategies with their colleagues and mentor new staff. |
| EsATAR - Year 11 VCE SAC and Examination Results Data that is created using formulae to calculate an Estimated ATAR | Collected in **December** based on Year 11 VCE SAC and Examination Results. The Estimated ATAR that shared with teachers, students and families in May. Year 12 Students use a proforma to reflect on their EsATAR in Pastoral Care periods in **Week 3 and 4 of Term 2.**<br><br>Meetings were held in **weeks 4 and 5 of term 2** with students with a below 40 Es-ATAR with Cluster Coordinators and Learning Enhancement Leaders | Data is used to inform teachers of the performance of their students in Course work and examinations in the expectation that a review of the data will provide an opportunity for meaningful evaluation of the instructional practice.<br><br>Data is used to identify students at risk who may need additional support or who may be candidates for participating in the | This data is used to inform students, families and teachers of a realistic measure of how a student is progressing in a particular subject. This may result in students re-assessing their pathway and focussing on the areas that will either allow greater success or the areas that need attention to ensure improvement.<br><br>EsATAR data is also analysed through Clusters. Students at risk are identified and discussed in SPACE meetings and, if needed, parent and student meetings are held to provide support and guidance. A pro forma guide is used to support these conversations. |

| | | Unscored VCE Program. | |
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| Destination Data (VCE, VCAL, VET & UVP) | Collected at the end of the academic Year and prepared as a report by the Pathways Coordinator in **February** | This information provides insights into post-school destinations and pathways and highlights the diversity of pathways young people successfully pursue after leaving secondary school. | Destination data helps provide a picture of what happens to young people after they leave school. This assists the College in measuring its success in Pathways counselling, the offering of courses and the transition management of students. This further informs the College as to identifying trends and opportunities for Student Pathways. By comparing statistical information from year to year and between like schools the College also sets goals and strategies to improve Pathway outcomes for students. |
| Year 10 Academic Testing | Collected in **May** by Academic Assessment Services P/L and made available to the school in **June**. | The data is used as a uniform test of Reasoning, Numeracy, Literacy and Comprehension. It assists the College to align each Federation school's local graded assessment scores to a common scale. This is to ensure that the data is comparable and fair to all students. | The data is collected to assist in subject selection advice for students. It ensures we have an equitable measure to provide the best advice as to the accessibility of particular subjects and courses for each student.<br><br>The data is also used once students start in Year 11 and 12 for the purpose of differentiating the curriculum to allow teachers the opportunity to better prepare to cater for the needs of each class.<br><br>This data is also used in conjunction with home school information and interviews to identify possible Salt and Light (acceleration program) students. |

4. Reporting practices

   4.1. Formative assessment

   Teachers are required to upload feedback on at least two formative tasks per term to SEQTA to ensure adequate feedback is provided. Formative tasks are able to take on a variety of forms of assessment of sections of the learning outcome. These tasks can be assessed using a variety of methods via the SEQTA LMS including numerical values, comments and rubrics. Students should also be given opportunity to reflect and provide feedback to their parents on their perceived performance.

   4.2. Summative assessment

   Numerical scores are provided for School Assessed Coursework. The report will show these as a raw score expressed as a percentage. This raw data is then used in the statistical moderation process which is conducted by the Victorian Curriculum and Assessment Authority (VCAA). Formative assessment is reported to the community approximately 2 weeks after the administration of the task after marking and moderation. These tasks are accompanied by comments that link to the outcomes for the subject in the study design.

   Students participating in the Unscored VCE Program (UVP) will be assessed using the following descriptors:
   S: Task completed satisfactorily; no score provided.
   N: Task not completed to a satisfactory standard.

   Learning Behaviours: These comments describe a student's approach to their study as demonstrated to the teacher. They are assessed using the following descriptors: Consistently, Usually, Sometimes, Rarely, never. Learning behaviours are reported 4 times per year for year 11 subjects and 3 times per year for year 12 subjects.

   4.3. Written reports

   The community is provided with written reports 3-4 times per year.

   In Year 11 VCE and VCAL, Learning behaviours are provided in term 1 and 3 and are an indication of the progress of the student. In term 2 and 4, students are provided with a Statement of Results. This statement is a summary of information of all Summative Tasks that are provided for a particular unit. Tasks are marked as a raw score and are linked to the satisfactory on non-satisfactory completion of a unit.

   In Year 12 VCE, learning behaviours are provided in term 1 and 3 and are an indication of the progress of the student. In term 2, students are provided with a Statement of Results. This statement is a summary of information of all Summative Tasks that are provided for a particular unit. Tasks are marked as a raw score and are linked to the satisfactory on non-satisfactory completion of a unit. At the conclusion of the examination period VCAA provide a statement of results for students, which includes achievements for the all SACs and examinations.

   Year 12 Scored VCE students are also provided with a statement of Trial exam results at the in October.

### 4.4. Student/teacher/parent conferences

Student/teacher/parent conferences are a mode of communication with the community around the progress of their student in terms of addressing learning outcomes and the conduct undertaken in achieving outcomes. These conferences occur twice per year. At the commencement of Term 2, students and families have the opportunity to meet with staff on the progress of the student towards accomplishing outcomes toward the end of semester. Conversations may be centred around achievements reported in the Learning Behaviours report. At the commencement of Term 3, students and families have the opportunity to meet again with staff to review the outcomes at the end of semester and devise goals on working towards the end of year assessment and examinations.

### 4.5. Satisfactory completion of VCAL units

A student will receive an S (satisfactory achievement) for all Victorian Certificate of Applied Learning (VCAL) units when they have demonstrated achievement in all learning outcomes for the VCAL unit. All VCAL assessment activities should be assessed by the teacher to verify their successful completion.

The elements in the VCAL curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with satisfactory unit results, students must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the VCAL units. The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an S or N (not yet completed) result for each VCAL unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VCAL learning program, assessment must be in accordance with the VCE study designs.

### 4.6. Satisfactory VET unit of competency result

Assessment: Satisfactory

Students will receive an S for a unit of competency if they have been assessed as competent for the unit. The final assessment decision is made by their registered training organisation (RTO).Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence.

The exceptions are for some Certificate II qualifications where the credit is only at Units 1 and 2 level and some larger Certificate III qualifications, which may provide two Units 3–4 sequences.

Assessment: Not yet competent
 VET students will receive an NYC (not yet competent) result for a unit of competency if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency. If a student has not satisfied sufficient units of competency to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

**VET Assessment – Units of Competency**

All courses must have a training schedule that maps out the training delivery for all Units of Competence (UOCs). All training schedules must be lodged with the College RTO. When a trainee does not satisfy the performance criteria of a Unit of Competency (UOC) they are deemed Not Yet Competent (NYC). This means that the trainee must have another opportunity to be assessed as competent.

At Catholic Regional College Sydenham, we provide trainees with 3 opportunities to demonstrate competence in any UOC undertaken. Each opportunity will use a different type of assessment mode so that the trainee can demonstrate their competence, with an assessment that is suitable to the trainee's learning style.

Trainers must provide all students at the start of each Unit of Competence (UOC) with the following in regard to their assessment:
1. The UOC to be undertaken
2. The assessment components for each UOC and the mode of assessment
3. The dates when the various assessment items will be due for submission, observed or assessed in class
4. The dates for catching up on UOC assessment items and how this will occur
5. That students will be given three opportunities to demonstrate competence in any one UOC assessment after which a N will be issued.
6. This means that students will receive an opportunity to demonstrate their competence in the UOC being undertaken
    a. On a specified date using a specified mode of assessment;
    b. On a re-assessment date which is to be set as soon as the trainee is advised they were NYC

A trainee's end of semester report is not permitted to have NYC issued as a grade, rather it should either be deemed Competent (C), In Progress (IP) or Not Satisfactory (N). With new Units of Competence (UOC) due to be completed in the subsequent semester, it is highly unlikely that a trainee would have the time to catch up from the previous semester.

For UOCs that run across semesters, In Progress (IP) is the result that is expected to be lodged. In Progress is a result that should also be lodged if a trainee is in the process of a second and third attempt at achieving competency. Each failed attempt needs to be followed up with a notification in

the Student Information Panel (SIP) on SEQTA. Once three failed attempts have been lodged, the trainer needs to post a N result for the UOC.

Trainees who do not receive a competent (C) result for each of the Units of Competency undertaken during the two years of their VCE VET program are not eligible to receive their full VET certificate – rather they will receive a Certificate of Attainment, which displays all UOCs that have successfully been achieved.

Trainees must achieve 75% of the combined nominal hours of all units of competency undertaken in the first year of their VET program – this a requirement in order to be promoted into the second year of their VET program.

Further, in order to successfully complete the VET course, trainees are expected to attend all classes. Trainees are permitted two absences (8 hours) per semester. After which they will be sent an absence warning notification – a third absence without a medical certificate will result in a 'N' result for the UOC being undertaken at the time of the accumulated absences. This is in accordance with the BVC policy for attendance in VET programs.

4.7. Students with additional needs

5. Personalised Learning Plans for students with additional learning needs

    5.1. NCCD data

        Each student with additional learning needs has a Personalised Learning Plan on SEQTA with learning goals stated and evaluated.

        Data is collected by the school of the learning adjustments made for students with additional needs. This data is used to support the annual NCCD submission.

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

        Students with additional needs are required to participate in the Year 10 Academic Testing. Where an existing diagnosis of an Intellectual Disability has been provided by parents, a student can be granted an exemption from the testing.

        Some students are offered adjusted conditions for this testing that mirror some of those granted by VCAA for examinations. The provisions offered are a separate venue and a computer for those students with dyslexia and dysgraphia.

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