



## Assessment & Reporting Policy

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### Rationale

The Assessment and Reporting Policy of Sacred Heart College is an integral part of the College curriculum. Underpinned by our Vision and Mission Statement, it should meet the needs of all students, parents and teachers, and nurture a desire for self-improvement and achievement. Assessment and reporting provides regular feedback about students' progress and leads to effective communication between students, parents and teachers. The ways in which teachers assess and report on student progress have a profound influence on student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting communicates comprehensive information about student learning and achievement.

### Principles

- Methods of assessment and reporting are continuous and ongoing recognising and engendering a feeling of self-worth in all students. The College must provide opportunities for all students to experience success in a variety of areas including subject-specific content, work habits and capabilities. Assessment and Reporting must reflect all these areas.
- The assessment and reporting process at Sacred Heart College must accept and foster the talents of each individual and must, therefore, cater for individual needs and differences.
- Students need to take responsibility for their own learning appropriate to their age and stage of development. They must be encouraged to work independently and collaboratively and be involved in self and peer assessment.
- Students and their parents need a realistic appraisal of student progress.
- Reports made must be simple, clear, meaningful and accessible.
- Assessment and reporting at Years 7 – 10 is based on the Victorian Curriculum Standards
- Assessment and reporting for VCE, VET and VCAL classes is based on the relevant VCAA Study Advice and Study Designs.
- Reporting follows the Guidelines for Catholic Schools from CECV.

### Implementation

The College assessment and reporting must:

- Ensure that assessment formats recognise common, modified and extension work taking into account the needs of individual students.
- Set achievable and realistic tasks which are clearly defined and communicated to the students. This includes a description of what and how much work the student is required to do, the required quality of that work and submission or completion dates.
- Embed a range of formative and summative strategies and techniques including opportunities for self and peer assessment.
- Provide parents with current information regarding student progress through the Parent Access Module of SIMON.

- Include an interim report at the end of Terms 1 and 3 and a comprehensive report for the end of each semester.
- Inform the student of his/her achievement in relation to specified assessment criteria and indicate, where appropriate, strategies for improvement.
- Provide opportunities for interviews with parents and students after interim reports and/or end of semester reports, and on other occasions as required by student, parents or teachers.

## Procedures for Due Dates

- Students are required to submit assessment tasks on the due date specified by the teacher.
- Due dates will always be published clearly on assessment task sheets and will also be available on SIMON in Learning Areas.
- In the case of assignments, folios and other assessments completed over a number of days or weeks, teachers will set checkpoint dates where they will monitor student progress.
- It remains the responsibility of the individual student to complete and submit work on the due date.
- Assessment tasks should be submitted directly to their subject teacher unless otherwise specified; in the case of electronic submission (e.g. email, SIMON upload or through a Google Classroom), it is the student's responsibility to ensure work has been received by the teacher on or before the required date.
- Technological failure, including the loss of computer files and teachers not receiving emails sent by the student, is not an acceptable excuse for late or non-submission.

## Requests for extension of due date Years (7 – 10)

- In cases where legitimate reasons exist, as judged by the subject teacher, students may negotiate for an extension.
- They must do this at least 24 hours prior to the original due date of the assignment and, excepting circumstances in which the student's reasons are already known to the school (e.g. a death in the family, ongoing medical issues), a note from a parent/guardian will be required to support the application.
- In unavoidable and unforeseeable circumstances, parental notes submitted on the day of submission may be accepted. In this instance, an extension of 24 hours may be granted at the teacher's discretion.

## Late and Non-Submission of Assessment Tasks Years (7-10)

Unless exceptional circumstances apply, set work that is not submitted by the due date will follow this procedure:

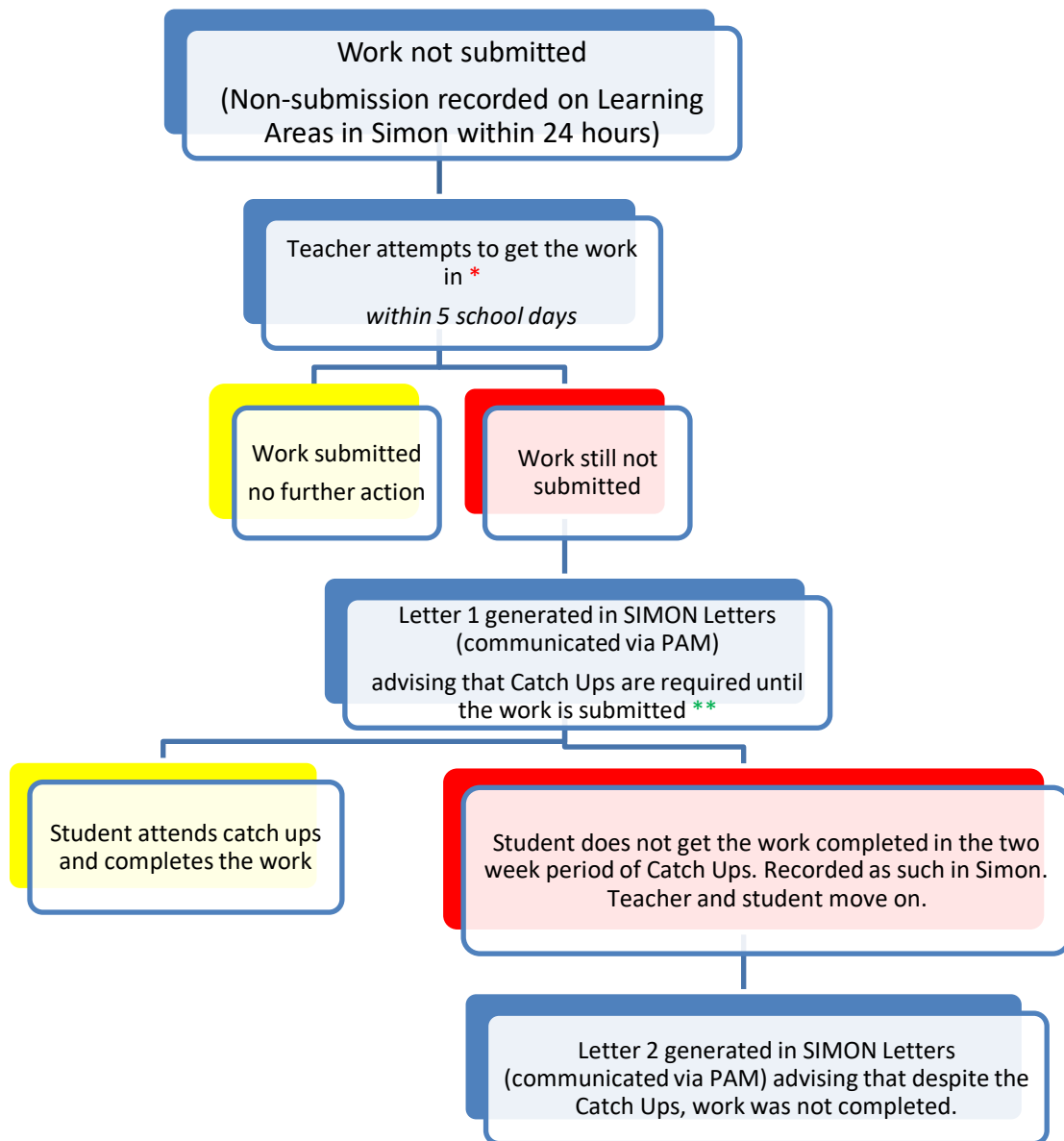
- As teachers collect assessment tasks, the subject teacher will enter this information on Learning Area Assessment Tasks - Submitted.
- If a student does not submit the Assessment Task without a valid reason or appropriate documentation, parents are alerted via Learning Areas within 24 hours of non-submission – "Task not submitted or completed by the due date".
- If the work is not submitted within 5 days the subject teacher will inform parents by generating Letter 1 – Non-Submission of Assessment Task letter on SIMON → Student Profile → Letters
- Students have the opportunity to complete work, however a 10%-mark penalty will be applied for work submitted late (within two weeks of the due date)
- If the work is not submitted, Letter 2 – Non-Submission of Assessment task will be generated by the subject teacher. Non-submission of the task will be stated on the student's report with the reason "Refusal to submit task".
- Students with more than one instance of non-submission will be followed up by the Director of Curriculum and Transition together with the Year Level Leader.

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<b>Responsibility:</b>	<b>Deputy Principal – Learning and Teaching</b>
<b>Date updated:</b>	October 2019
<b>Review Date:</b>	September 2020

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# Procedure Flow Chart



## \*Examples of strategies

- Check student understanding
- Meet at lunchtime/afterschool to assist
- Allow extra time
- Spending extra class time assisting
- Communication with home

## Catch ups

Until work is complete & submitted

- Lunchtimes 1:25 – 1:50 pm Tuesdays and Thursdays
- Supervised by rostered staff
- For the future: create a roll-on Simon

## \*\*Info that will be on Letter 1:

- Due date
- Details of the task
- What has already been done by the student
- Info stating that 'Catch ups' are required until work is submitted within 2 weeks
- 10% lower mark will be recorded
- Alerts parent to possibility of 'Refusal to submit task' comment in the report if work is not completed
- That students no longer attend Catch Ups once work is submitted

# Process for Delay of Decision for VCE, VET and VCAL

## Delay of Decision – SAC/Assessment Task

Student **did NOT** demonstrate achievement, missed deadline OR failed to address the SAC Outcome as per Study Design

Delay of Decision sent to parents and student. Outlining:

- Reminder of VCE contract
- Specific Outcome
- Reason for 'N pending' result
- Grade stands and will contribute to Study Score
- Requirements to achieve 'S' including dates
- Withdrawn from Unit as not U3/4 sequence

**Letter 1:** – N-Pending for Unit 1/2 or 3/4 (VCE/VET Teacher)

Student completes different task to achieve 'S' (within 1 week of original date)

Student demonstrates achievement of the outcome as specified in the Study Design

Student awarded 'S' original grade stands & letter sent to home confirming result

**Letter 2:** N-Pending for Unit 1/2 or 3/4 (VCE/VET Teacher)

Student **does NOT** demonstrate achievement of the Outcome as specified in the study design OR did not submit by revised date

Letter 3 to parents and student outlining N-pending result, next step and impact on VCE. Student must apply to VCE Panel for one last opportunity to achieve 'S'

**Letter 3:** Delay of Decision for Unit 3/4 (VCE/VET Coordinator)

**Letter 3.1:** Request Parent at Senior Pathways Panel meeting for Unit 1/2 or 3/4 (VCE/VET Coordinator)

**Senior Pathways Panel:**  
VCE/VET/VCAL Coordinator  
Co-Director of Senior School  
Subject teacher  
Either YLL or Subject LAL

Application approved; student to arrange time with teacher within 3 days of approval Student completes alternative task.

**Letter 4:** VCE Panel Approval for third attempt of SAC for Unit 1/2 or 3/4 (VCE/VET Coordinator)

Student demonstrates achievement of the outcome as specified in the study design.

Student awarded 'S'  
Letter 5 sent to confirm result

**Letter 5:** Third attempt of SAC 'S' for Unit 1/2 or 3/4 (VCE/VET Coordinator)

Student **does NOT** demonstrate achievement of the Outcome as specified in the Study Design

Letter sent outlining 'N' for Outcome  
Withdrawn from Unit U1/2

**Letter 6:** N after final attempt Unit 1/2 or 3/4 (VCE/VET Coordinator)

Application **declined** for re-sit/re-submit  
Letter sent outlining 'N' for Outcome  
Withdrawn from Unit U1/2

**Letter 7:** Decline application to Senior Pathway Panel – Unit 1/2 or 3/4 (VCE/VET Coordinator)

Student did **NOT** apply for to VCE Panel  
Letter sent outlining 'N' for Outcome & Withdrawal from Unit U1/2

**Letter 8:** No application to Senior Pathway Panel Unit 1/2 or 3/4 (VCE/VET Coordinator)

Student can remain in the class for the learning experience but will not receive credit for these subjects.