

ASSESSMENT & REPORTING POLICY & PROCEDURE

Rationale

- To report clearly and consistently to families and students on student achievement and student progress
- To reflect the essence of the Gisborne Secondary College Curriculum in our reports.
- To assist in making seamless the connections between and across our Year 7 – 9 Curriculum and our Senior School Curriculum (10-12).

This policy and procedure has been developed from the work of the 2015 School Improvement Team: Assessment & Reporting.

Policy Statement

This is policy is designed to:

- Ensure that our reports reflect student progress against the college's Teaching & Learning Framework
- Ensure that all staff assess student learning in ways that assist students to improve
- Ensure that all staff report on students learning in ways that assist students to progress
- Ensure that students and families experience consistency in reports

Guidelines

The College will produce reports that meet the following guidelines:

1. School reports should act to improve the learning of our students
2. Information in reports should be clearly and meaningfully communicated to parents, students and the community
3. Reports should provide concrete, accurate information on each student's learning growth and achievements in a broad range of school activities, and against the college's (Teaching and) Learning Framework.
4. Reporting should be an integral, ongoing part of our learning program

Implementation of our policy:

The staff of Gisborne Secondary College are committed to a whole school approach to Assessment & Reporting

Interim Reports

| When | What | How |
|--|---|--|
| Two times per semester, nominally: Semester One <ul style="list-style-type: none"> • Week 7, Term 1 • Week 4, Term 2 AND Semester Two <ul style="list-style-type: none"> • Week 7, Term 3 • Week 4, Term 4 | Using a SIX point scale report on a minimum of EIGHT of the following dimensions: <ul style="list-style-type: none"> • Academic Progress • Completion of Tasks • Attendance and Punctuality • Equipped for Class • Ability to Focus on Task • Creativity • Determination/Perseverance • Willingness to take on Challenges • Attitude to Literacy • Classroom Behaviour | Electronically using a purpose-built reporting software For each student in each class assign a <u>progress point</u> for each dimension: <ul style="list-style-type: none"> • Excellent • Very Good • Good / Satisfactory • Inconsistent • Needs Improvement • Unacceptable • <i>OR, where appropriate NA</i> |

Semester Reports

| When | What | How |
|--|--|---|
| Once per semester, nominally: Semester One • Week 10, Term 2 | A Subject Descriptor | Pre-prepared from school curriculum documents / unit plans |
| AND | For Students in Years 7 – 10 a judgement against the appropriate AusVELS or Victorian Curriculum Dimension(s) | As per current reporting procedures, based on at least THREE pieces of evidence |
| Semester Two • Week 9, Term 4 | For Students in Years 7 – 12 a score or grade against specific Assessment Tasks | As per current reporting procedures using the college's set score to grade schedule (see below) |
| | Using a SIX point scale report on a minimum of EIGHT of the following dimensions: | Electronically using a purpose-built reporting software |
| | <ul style="list-style-type: none"> • Academic progress • Completion of tasks • Attendance and punctuality • Equipped for class • Ability to focus on task • Creativity • Determination/perseverance • Willingness to take on challenges • Attitude to Literacy • Classroom behaviour | For each student in each class assign a <u>progress point</u> for each dimension: <ul style="list-style-type: none"> • Excellent • Very Good • Good / Satisfactory • Inconsistent • Needs Improvement • Unacceptable • <i>OR, where appropriate NA</i> |
| | A recommendation to attend Student-Parent-Teacher Interviews | |

Explaining the Interim Report Dimensions and the Progress Points

A rubric is developed to explain what each of the progress points mean when used against each dimension. This rubric is published with each interim report.

Student-Parent-Teacher Interviews

Student/Parent/Teacher interview sessions will take place at times that are likely to have the best chance of assisting student improvement.

Reasonable alternative arrangements will be made for parents unable to attend. Parents should be made aware that arrangements for more comprehensive conferences at a future date are possible.

Student/Parent/Teacher interviews should be brief but informative, aimed at developing strategies for improvement.

Student/Parent/Teacher interviews should take place in conditions of reasonable privacy and comfort

Student Reports for Students on Individual Learning Plans or Student Support Plans

The needs of individual students are determined through the Student Support Group Meeting process.

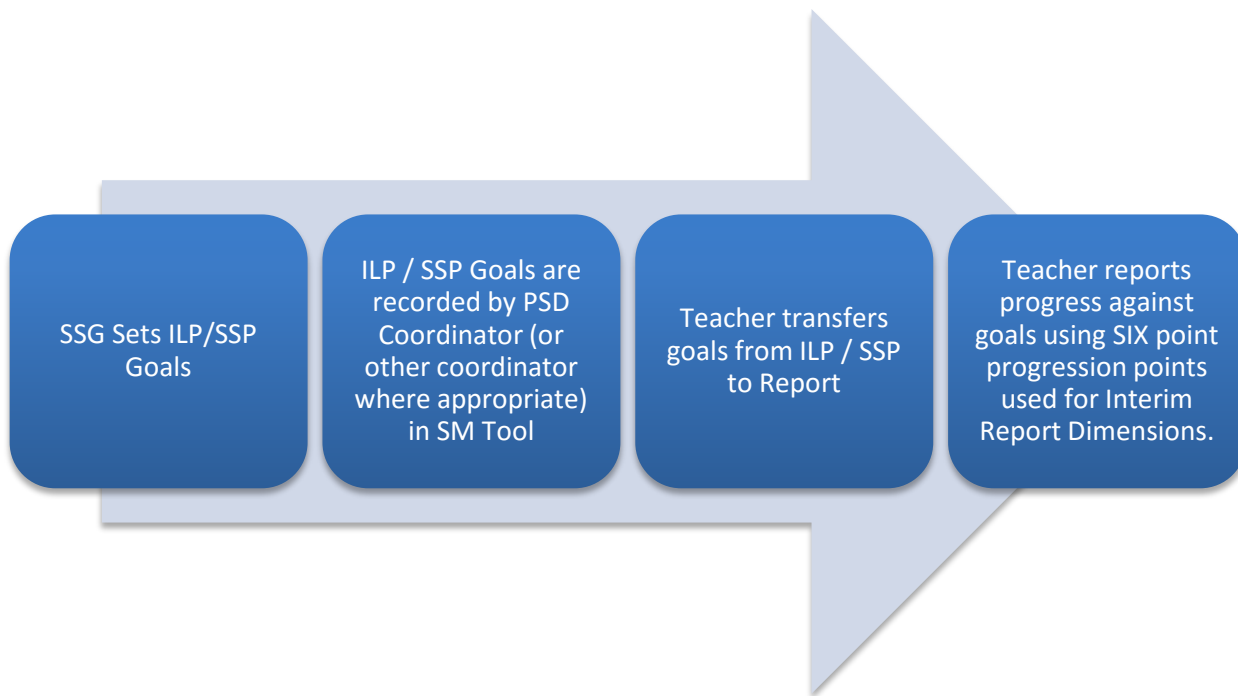
The Student Support Group considers the student's future aspirations and sets long and short-term educational **goals**.

The important aims when setting teaching and learning goals are to:

- ensure that all parties are in agreement with the goals
- ensure the goals are a priority for the student
- build on the strengths and skills of the student
- understand the difference between short and long term goals
- ensure the implementation of all actions to achieve goals is monitored
- record the goals and strategies in the PSDMS (where student is PSD funded) and in the SM Tool

The classroom teacher plans and records the adjustments, interventions, modifications (AIM) and/or differentiation they will implement to support the learner achieve the goals of the class, and the goals of the ILP/SSP

- record the GOALS or AIMS in the Reporting Software
- teacher completes a Individual Learning Plan (ILP) Report against any specific class goals set in the ILP/SSP using a similar set of progression points to those being used elsewhere.



Evaluation

The Assistant Principal with Responsibility for Curriculum, Teaching & Reporting will ensure that School Council and staff review this policy in collaboration with appropriate student consultation as part of the school's 3 year review process.

References:



ABBY ACKERSON (09B)

Exc - Excellent
S - Satisfactory
SIR - Significant Improvement Required
N/A - Not Applicable

VG - Very Good
IR - Improvement
UG - Unable to Ass

Digital Art - Mr Gavin Watt

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|
| Exc | Exc | Exc | Exc | VG | Exc | VG |

English - Ms Maureen Vipond

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|
| Exc | Exc | Exc | Exc | VG | Exc | VG | S |

Everyday Food - Ms Deb Elliss

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|
| Exc | Exc | Exc | Exc | VG | Exc | VG | S |

Humanities - Mr Trent Kennedy

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges | Attitude to Reading |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|---------------------|
| VG | Exc | Exc | Exc | VG | Exc | VG | S | Exc |

Japanese - Ms Noriko Ikaga

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges | Attitude to Reading |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|---------------------|
| Exc | Exc | VG | Exc | VG | Exc | VG | S | Exc |

Mathematics - Mr Glen Ivers

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges | Attitude to Reading | Classroom Behaviour |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|---------------------|---------------------|
| Exc | Exc | Exc | Exc | VG | Exc | VG | S | Exc | Exc |

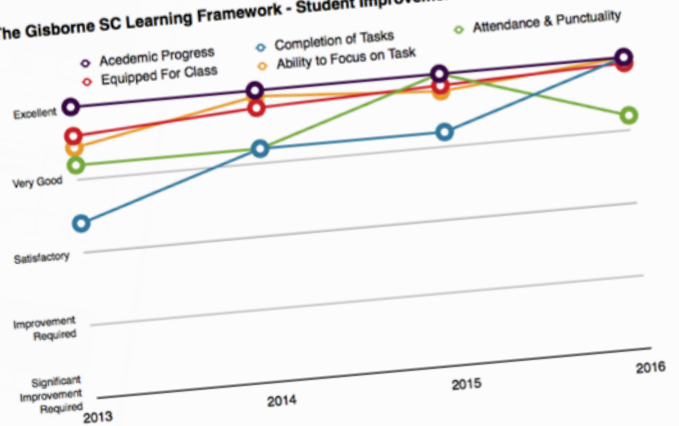
Science - Mr Ray Ohlsen

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges | Attitude to Reading | Classroom Behaviour |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|---------------------|---------------------|
| Exc | Exc | VG | Exc | VG | Exc | VG | S | Exc | Exc |

Physical Education - Mr John Woodlock

| Academic Progress | Completion of Tasks | Attendance and Punctuality | Equipped for Class | Ability to Focus on Task | Creativity | Determination/Perseverance | Willingness to take on Challenges | Attitude to Reading | Classroom Behaviour |
|-------------------|---------------------|----------------------------|--------------------|--------------------------|------------|----------------------------|-----------------------------------|---------------------|---------------------|
| Exc | Exc | Exc | Exc | VG | Exc | S | S | Exc | Exc |

The Gisborne SC Learning Framework - Student Improvement



| | Excellent | Very good | Good | Needs Attention | Unacceptable | N/A |
|----------------------------------|---|--|--|---|--|--------------|
| Academic progress | Student is able to demonstrate knowledge above the expected level | Student is able to demonstrate all expected knowledge | Student is able to demonstrate most expected knowledge | Student is able to demonstrate some expected knowledge | Student is not able to demonstrate expected knowledge | Not assessed |
| Completion of task | 100% - 90% of work submitted | 90% - 80% of work submitted | 80% - 70% of work submitted | 70% - 60% of work submitted | 60%> work submitted | Not assessed |
| Attendance and Punctuality | 100% - 95% Percentage of attendance and ability to arrive at class on time | 95% - 90% Percentage of attendance and ability to arrive at class on time | 90% - 85% Percentage of attendance and ability to arrive at class on time | 85% - 80% Percentage of attendance and ability to arrive at class on time | 80% - 75% Percentage of attendance and ability to arrive at class on time | Not assessed |
| Equipped for class | The student is always fully equipped for class | The student is often fully equipped for class | The student is sometimes fully equipped for class | The student is rarely fully equipped for class | The student is never fully equipped for class | Not assessed |
| Ability to focus on task | The student is always on task during each session | The student is often on task during each session | The student is sometimes on task during each session | The student is rarely on task during each session | The student is never on task during each session | Not assessed |
| Creative | The student always searches for multiple approaches to a problem/issue | The student often searches for multiple approaches to a problem/issue | The student sometimes searches for multiple approaches to a problem/issue | The student rarely searches for multiple approaches to a problem/issue | The student never searches for multiple approaches to a problem/issue | Not assessed |
| Determination/perseverance | The student has attempted All set tasks to the best of their ability | The student has attempted the majority set tasks to the best of their ability | The student has attempted most set tasks to the best of their ability | The student has attempted some set tasks to the best of their ability | The student has attempted none set tasks to the best of their ability | Not assessed |
| Willingness to take on challenge | The student always searches for and participates in appropriate educational risks in classroom | The student often searches for and participates in appropriate educational risks in classroom | The student sometimes searches for and participates in appropriate educational risks in classroom | The student rarely searches for and participates in appropriate educational risks in classroom | The student never searches for and participates in appropriate educational risks in classroom | Not assessed |
| Attitude to reading | The student always reads material presented to them in class and in preparation for class whether they are familiar with the text or not | The student often reads material presented to them in class and in preparation for class whether they are familiar with the text or not | The student sometimes reads material presented to them in class and in preparation for class whether they are familiar with the text or not | The student rarely reads material presented to them in class and in preparation for class whether they are familiar with the text or not | The student never reads material presented to them in class | Not assessed |
| Classroom behaviour | The student always follows the class structure and clear rules policy during each session | The student often follows the class structure and clear rules policy during each session | The student sometimes follows the class structure and clear rules policy during each session | The student rarely follows the class structure and clear rules policy during each session | The student never follows the class structure and clear rules policy during each session | Not assessed |