



Geelong Lutheran College is committed to providing a safe environment for all our students when they are in the care of the College.

Definitions

The College: Geelong Lutheran College St John's Newtown and Armstrong Creek

Parents: Parents, Guardians, Caregivers

VCAA: Victorian Curriculum and Assessment Authority

PYP: International Baccalaureate Primary Years Program

Rationale

The vision of Geelong Lutheran College is to be a leading, innovative, Christ-centred learning community that inspires students to be caring, confident and creative citizens.

This Policy supports assessment capability of our learning community by outlining the principles and practices of assessment and reporting. Along with Appendix 1 and 2 (Primary and Secondary Processes and Procedures) this Policy aims to ensure that assessments inform learning, are authentic, fair, transparent, and supportive of the diverse needs of our students.

Philosophy

We believe assessment:

- Is an ongoing process embedded in and integral to the teaching and learning cycle?
- Supports student learning and growth through meaningful feedback
- Informs instructional planning and decision making (including differentiation)
- Promotes student agency in their learning, and a love of learning

Purposes

The purpose of assessment is to **promote student learning and inform teaching practice** through:

- Monitoring student progress and growth
- Identifying learning needs and possible interventions
- Empowering students in their learning, developing assessment capable learners
- Providing timely feedback to students about their learning and to teachers about their teaching
- Informing students' parents about learning achievement and progress
- Evaluating curriculum and informing curriculum development

Principles

Effective assessment at Geelong Lutheran College is:

- **Clear and specific:** sets expectations for students and has clear alignment with curriculum standards.
- **Varied:** a range of tools and strategies are used to build a full picture of student learning, progress, and achievement
- **Fair:** provides all students with opportunities to demonstrate their learning which can be measured or evaluated in a consistent manner.
- **Authentic and Engaging:** reflects what the student will do in the 'real world' and is emotionally and cognitively engaging.
- **Developmentally Appropriate:** suitable for the type and the level of learning being assessed.
- **Provides Useful Analytics:** produces data which can be analysed to direct teaching and learning.
- **Collaborative:** developing assessment capable learners by engaging students in the process as developmentally appropriate.
- **Future focused:** designed to provide feedback that can be actioned to impact future learning
- **Inclusive:** teachers consider and design assessment adjustments so that tasks and practices are accessible and valid for all learners.



Different forms of assessments fulfil different purposes, building a full picture of learning and informing future teaching strategies. Assessment practice can be categorised as follows:

- **Assessment for learning:** occurs when teachers use evidence of student progress to inform their teaching (formative assessment) and promote learning through regular, frequent, constructive feedback
- **Assessment as learning:** occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)
- **Assessment of learning:** occurs when teachers use evidence of student learning to make judgements on achievement against goals and standards - Department of Education Victoria
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

Effective assessment practice incorporates all three forms above, recognising that learning is most impacted through intentional ongoing assessment FOR and AS learning practices. Assessment practices across these forms are aligned in that they are designed to support and inform each other in the learning process.

Primary Years Program assessment dimensions outline the purposes and emphases of assessment during the Primary years. Similarly, in the Secondary years, assessment practices are undertaken in line with Australian Curriculum and VCAA requirements.

Processes

Detailed processes for Primary and Secondary can be found in the appendices at the end of this document.

- **Roles and responsibilities:** College leadership, teachers, students, and parents are all participants in student assessment and reporting and as such have complementary roles and responsibilities in the assessment and reporting process. These explicit roles are detailed in the Appendices.
- **Moderation:** The College ensures consistency in approaches and assessment evaluations through processes of moderation, including collaborative planning, agreed formal assessments and processes, and moderation of student learning samples.
- **Documentation:** Documenting learning and assessment is critical for clear and transparent assessment practice. Teachers maintain records and evidence of student learning, and formal assessment data is maintained centrally and used to identify trends and future actions.
- **Reporting:** Student achievement and progress are reported to parents, students, and other partners in learning in various ways throughout the school year. These include formal processes such as semester reports and interviews, and informal meetings and sharing of learning.



Appendices

Appendix A: Processes and Expectations – Primary

Rationale

This appendix builds from the GLC Assessment and Reporting Policy to give practical detail to staff and our community regarding the assessment and reporting processes in the GLC Primary Schools (St John's Newtown and Armstrong Creek campuses).

Assessment practices at GLC St John's Newtown and GLC Armstrong Creek Primary use as their foundation the International Baccalaureate Primary Years Program (PYP) assessment and reporting guidelines. These guidelines emphasise the **primary role of assessment and reporting to promote student learning and inform teaching practice**. These guidelines can be located at https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.12.5.3 (MyIB login required).

The GLC Primary Assessment and Reporting Processes aim to build assessment capability of our learning community through:

- Raising awareness and understanding of why and what we assess
- Making clear what constitutes quality learning, achievement and performance
- Building shared understandings of how to assess, what data to collect, analyse and report upon
- Making clear the assessment roles of each stakeholder in the learning community
- Establishing a shared language of assessment.

What we assess

While curriculum content at GLC Primary is derived from the Australian Curriculum and the LEA Christian Studies Curriculum Framework, as a PYP school, the monitoring, assessment, and reporting of learning describes this learning in terms of:

- Knowledge
- Conceptual understandings
- IB Learner Profile attributes
- Approaches to learning

A collaborative approach to assessment and learning

College leadership, teachers, students, and parents are all participants in student assessment and reporting and as such have complementary roles and responsibilities in the assessment and reporting process.

School roles and responsibilities

- Build a community of practice with shared purpose, approaches and a common language
- Plan strategies that build and promote consistency and quality over time, seeking continual improvement
- Provide opportunities for, and support professional learning of staff to ensure effective assessment practices
- Embed processes to ensure consistent assessment, recording and reporting practices across the school
- Provide clear guidance on assessment and reporting processes and expectations to staff, students and families

Teacher roles and responsibilities

- Build personal understandings of effective assessment practice and school-wide assessment practices/expectations
- Collaborate within teams to build a consistent approach to the development and implementation of assessments, as well as moderation of teacher judgements
- Develop a program of assessment incorporating assessment for/as/of learning (including those required in the formal assessment schedule)
- Provide relevant and timely feedback to students on their learning to enable further progress



- Engage students age-appropriately in the process of assessment (e.g., self-assessment, co-construction of success criteria based on exemplars)
- Maintain appropriate records of student learning and progress in both informal and formal (e.g., Student Data Spreadsheets) forms
- Provide opportunities for students to reflect on their learning and their assessment feedback to identify future learning goals
- Collaborate on adjustments and modifications to assessment practices based on ESP and ILP information
- Share learning goals with parents and keep them informed regarding student progress towards these goals
- Report on student learning accurately, constructively and in a timely manner as outlined in Assessment and Reporting Handbooks

Student roles and responsibilities

In developmentally appropriate ways:

- Be aware of assessment requirements (e.g., assessment tasks, due dates)
- Seek assistance/feedback from teacher/s
- Self-assess and reflect on learning critically in developmentally appropriate ways
- Be open to constructive feedback, identify and work towards learning goals
- Share learning and feedback with their families to enhance partnerships in learning
- (future) Lead student led conferences

Parent/family roles and responsibilities

- Engage with assessment and reporting information (e.g., through PAM and Seesaw, attending interviews)
- Build an understanding of their children's learning and progress through engagement with their child and information shared by the school, seeking further information as required
- Support and encourage their child in their learning and progress

How do we assess

PYP Four Dimensions of Assessment

In the PYP context, assessment has four dimensions – monitoring, documenting, measuring, and reporting. Each dimension has its own function and relationship to assessment for/as/of learning, and all dimensions contribute to a rounded collection of evidence to inform teaching and learning. As a PYP School, GLC places greater emphases on the monitoring and documenting dimensions, as these are critical in providing learning with actionable feedback.





| | What does this mean? Why do we do it? | How is it done? What does it look like? |
|--------------------|---|---|
| Monitoring | Checking progress against learning goals | Occurs daily through discussion, observation, questioning and reflection, check-ins and reviews, and review of student learning samples. Learning progressions and rubrics also provide scope for monitoring learning. Prior knowledge assessment is also a part of identifying starting points for learning. Students can be involved in monitoring their learning through reflection processes, self-assessment |
| Documenting | Compilation of evidence of learning, to make learning visible and apparent. Teachers are responsible for maintaining records of student learning and assessment. | Teachers and students use documentation tools such as learning logs, rubrics, checklists, portfolios, anecdotal notes, recordings, and formal assessment tasks. Teachers also use data tracking tools to document assessment results for analysis. Some records/data are held centrally, for example in Student Data spreadsheets. Teachers themselves hold other records. Records/evidence of learning may be held digitally (Seesaw, SIMON) and by teachers in hard copy form. Cohort assessment data records - AC Student Reporting Data - SJ |
| Measuring | Capturing what has been learned at a particular point in time; multiple data points can then be analysed and moderated. | Measurement tools include formal point in time assessments, end of unit assessments. Formal and information opportunities to moderate assessment results are important in ensuring reliable analyses. Formal assessment data (including Semester Report grades, standardised assessments) are used by Leadership and staff of the College to analyse to identify trends, and areas of strength and need, and determine actions for ongoing improvement at whole school, cohort, and individual levels. 2024 GLC Primary Formal Assessment Schedule - AC.docx Assessment Schedule - SJ |
| Reporting | Informing the learning community of learning progress and achievements and identifying learning goals. Reporting to parents and families regarding the learning achievements of students is required and essential for building partnerships and maximizing learning. Well-informed parents are best placed to support their children in achieving their best. | This is achieved through parent-teacher-student interviews, formal reports, digital portfolios, and information sharing and meetings. See section 5 for a summary of reporting opportunities across the GLC primary years. Reporting handbooks: Primary reporting in SIMON - St John's (updated Oct 2024).docx GLC AC P-6 Reporting handbook May 2023.docx |



Feedback

As the ultimate goal of assessment and reporting is to promote student learning, feedback to learners is critical in describing where students are at and how they are doing and identifying next steps. Effective feedback processes are strongly correlated with effective learning (Hattie 2012).

Effective feedback is:

- Specific and descriptive – making clear to students where they are in their learning - what they have done well, areas for improvement, gaps or misconceptions
- Timely – often 'in the moment' or in time for the feedback to be actioned
- Actionable – identifying how students can take their next step or achieve the required goal
- Transferrable – so that students can apply recommendations to their future learning (right now, tomorrow/next week or in their next assessment task)

Most effective feedback occurs within the monitoring dimension. It is actioned frequently through informal responses to learning, but also through strategies such as conferencing, drafting, reflection and goal setting, and formal feedback on summative pieces.

Assessment adjustments

All students are capable of and expected to learn and are supported through quality differentiated teaching and additional support as required. Inclusive assessment practices at GLC Primary include:

- elements of student choice in assessment content, products, or processes
- adjustments to task conditions based on a student's needs (may be outlined in an Education Support Plan) such as
 - additional time to complete the task
 - targeted adult support (e.g., scribing and scaffolding)
 - adjustments to the product or mode of completion (e.g., oral presentation rather than written, performance for teacher rather than whole class)
- modifications to the task based on a student's Individual Learning Plan (ILP) or other identified needs, such as
 - curriculum expectations of the task are modified to a different level (higher or lower), expressed in assessment criteria
 - alternate assessment tasks targeted at a different curriculum level

Moderation

Moderation is the process of ensuring that teacher judgements about student learning are consistent and fair. Moderation strategies at GLC include:

- Collaborative planning of learning programs, including discussion of learning intentions and success criteria (building shared understanding of the standard)
- Collaborative design of assessment tasks and tools, including checklists, criteria sheets, and rubrics (or using standardised or agreed external grade scales, such as Cold Write criteria and progression points)
- Moderation of student learning samples – co-marking, moderating grades given or discussing challenging samples

Moderation of student assessment is a core responsibility of teachers and teaching teams and informs part of collaborative planning time. Primary meetings and professional learning opportunities can also contribute significantly to well-aligned understandings of learning expectations.



How is learning communicated and shared?

Throughout the year, student learning and progress is reported to parents in the following ways:

| | Purpose | When | How/format |
|--|---|--|---|
| Informal | Build and maintain positive home school partnership, share day to day observations, celebrations, or concerns | Ongoing, as required | Email, phone call, face to face conversation |
| Formal parent meetings | Discussion of an identified need or concern (including ILP/ ESP) | As requested by parent, teacher, or leader | Usually face to face, may be virtual |
| Parent information sessions | To inform parents of teaching and learning programs and engage families in their child's education | As required (e.g., beginning of Year 7, prior to a program such as Sex Education) | Usually face to face, sometimes virtual |
| Learning celebrations, open classrooms including PYP Exhibition | To celebrate learning processes and products and involve students in sharing with families and community | On occasion, typically at the end of learning units *Primary Learning Celebration end Term 3, alternate years | In classrooms or other learning spaces |
| Parent-student-teacher interviews and Student-Led Conferences - Primary | To discuss learning progress, learning behaviours, and learning goals | Term 1 (end) Term 3 (beginning – Primary; end – Secondary) | Virtual or face to face; includes students and student voice as age-appropriate |
| Student digital portfolio (Primary) | To share individual and class learning, celebrate school life and achievements; to inform families of the educational program | Ongoing | Digital through Seesaw app |
| Semester Reporting | To formally communicate summative assessment results aligned with the Australian Curriculum standards | End Term 2 and 4 | Digital through SIMON/ PAM |

Primary and Secondary Reporting Handbooks outline processes, expectations, and timelines specific for each of the above reporting elements.

[Primary reporting in SIMON - St John's \(updated Oct 2024\).docx](#)

[GLC AC P-6 Reporting handbook May 2023.docx](#)



Reporting adjustments

Students with Individual Learning Plans (ILPs), or in a small range of special circumstances (for example, extended absence) can have adjustments made to their reporting in line with their ILP/circumstances. These are undertaken in consultation with Teaching and Learning leadership (Head of School, Director of Teaching and Learning, Inclusive Education Leader) and in partnership with families.

References

Department of Education Victoria (2024) *Assessment*: cited at

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>)

Black, P & Wiliam, D (1998) *Inside the black box: raising standards through classroom assessment*: cited at

https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment

International Baccalaureate (2020) *From Principles to Practice: Assessment*: cited at

https://resources.ibo.org/pyp/works/pyp_11162-51465?lang=en&root=1.6.2.12.5.3



Appendix B: Processes and Expectations – Secondary

Rationale

This appendix builds from the GLC Assessment and Reporting Policy to give practical detail to our staff and community regarding assessment and reporting processes at a secondary level.

The GLC Secondary Assessment and Reporting Processes aim to build assessment capability of our learning community through:

- Raising awareness and understanding of why and what we assess
- Making clear what constitutes quality learning, achievement and performance
- Building shared understandings of how to assess, what data to collect, analyse and report upon
- Making clear the assessment roles of each stakeholder in the learning community
- Establishing a shared language of assessment.

What we assess

Assessment is focused on the curriculum goals (Australian Curriculum, LEA Christian Studies Curriculum, VCE and VCE Vocational Major), which describe learning in terms of:

- Knowledge, skills, and understanding
- Conceptual understandings
- Learning, social, and emotional dispositions

Teachers will select and use a range of assessment strategies and tools to monitor learning and support students' demonstrations of different aspects of their learning.

When developing assessment tasks and practices, teachers consider and design assessment adjustments so that assessments are accessible and valid for all learners.

The College ensures consistency in approaches and assessment evaluations through processes of moderation, including collaborative planning and moderation of student learning samples.

Documenting learning and assessment is critical for clear and transparent assessment practice. Teachers maintain records and evidence of student learning, and formal assessment data is maintained centrally and used to identify trends and future actions.

In the Secondary years, assessment practices are undertaken in line with Australian Curriculum and VCAA requirements. Reporting student achievement and progress is undertaken in various ways throughout the school year. These include formal processes such as semester reports and interviews, and informal meetings and sharing of learning.

A collaborative approach to assessment and learning?

College leadership, teachers, students, parents are all participants in student assessment and reporting and as such have complementary roles and responsibilities in the assessment and reporting process.

School roles and responsibilities

- Build a community of practice with shared purpose, approaches and a common language
- Plan strategies that build and promote consistency and quality over time, seeking continual improvement
- Provide opportunities for and support professional learning of staff to ensure effective assessment practices
- Embed processes to ensure consistent assessment, recording and reporting practices across the school
- Provide clear guidance on assessment and reporting processes and expectations to staff, students, and families.



Teacher roles and responsibilities

- Build personal understandings of effective assessment practice and school-wide assessment practices/expectations
- Collaborate within teams to build a consistent approach to the development and implementation of assessments, as well as moderation of teacher judgements
- Develop a program of assessment incorporating assessment for/as/of learning
- Plan for and undertake required assessment practices (such as those in the formal assessment schedule)
- Provide relevant and timely feedback to students on their learning to enable further progress
- Engage students age-appropriately in the process of assessment (e.g., building transparency and assessment literacy, engaging student voice and reflection, and clear processes)
- Record evidence of student learning and judgements in the appropriate platform (e.g., SIMON assessment tasks)
- Maintain appropriate records of student learning and progress in both informal and formal forms
- Provide opportunities for students to reflect on their learning and their assessment feedback to identify future learning goals
- Collaborate on adjustments and modifications to assessment practices based on Education Support Plan (ESP) and Individual Learning Plan (ILP) information
- Report on student learning accurately, constructively and in a timely manner as outlined in Assessment and Reporting Handbooks.

Student roles and responsibilities

- Be aware of assessment requirements (e.g., assessment tasks, due dates)
- Seek assistance/feedback from teacher/s
- Self-assess and reflect on learning critically in developmentally appropriate ways
- Be open to constructive feedback, identify and work towards learning goals
- Share learning, assessment results and feedback with their families to enhance partnerships in learning.

Parent/family roles and responsibilities

- Engage with assessment and reporting information (e.g., through PAM, attending interviews)
- Build an understanding of their children's learning through engagement with their child and information shared by the school, seeking further information as required
- Support and encourage their child in their learning and progress

How do we assess?

Assessment tools and strategies

| | Assessment for learning | Assessment as Learning | Assessment of Learning |
|----------------------|---|--|---|
| Assessment strategy | Observation Pre-test, prior knowledge activation task, student conference, classroom discussion Quiz Self-evaluation | In class check for understanding activity (e.g., mini whiteboards), drafting work, reflective journal, question and answer and teacher feedback Self evaluation | Exams, tests Performance (oral, practical performance) Portfolio of learning Final Products Exhibit |
| Documenting evidence | Anecdotal notes Work samples Continuum/progression points | Reflective journal or learning log Goal setting Student-friendly rubrics and checklists | Rubrics Exams, tests, final product Summative checklists Video/photos of presentations |





Assessment Tasks - Years 7-10

Common assessment tasks are used in each subject at each year level and are given to students across a subject or year level at approximately same time. Attainment on assessment tasks is rated on a GLC achievement scale. The GLC rating scale is designed to provide clarity and consistency in assessing and reporting students' progress. The rating scale will be as follows:

| Achievement Scale for 2024 | New Rating Scale %s for 2024 |
|----------------------------|------------------------------|
| Extending | 90-100% |
| Mastering | 80-89% |
| Consolidating | 70-79% |
| Developing | 60-69% |
| Emerging | 50-59% |
| Not yet achieved | <50% |

Description of the Rating scale

| | |
|-------------------------|--|
| Extending | The student demonstrates an expansive understanding and advanced knowledge of the content. Additionally, they have achieved an exceptionally high level of competence in processes and skills, adeptly applying them in new and varied contexts. |
| Mastering | The student showcases a comprehensive knowledge and deep understanding of the content, coupled with a high level of competence in processes and skills. They can effectively apply this knowledge and these skills in different contexts. |
| Consolidating | Students in this category adequately demonstrate their understanding of the content and refine their skills. Students at this stage are reaching the standard expected at their respective year level. |
| Developing | The student is in the process of developing an understanding of the content and essential skills, laying the groundwork for continued growth. |
| Emerging | The student is in the initial stages of learning, initiating their understanding of the basics and essential skills, setting the stage for future development. |
| Not yet Achieved | The student has demonstrated insufficient evidence of learning and is not yet achieving at the standard expected for their year level. Discussions regarding support or adjustments may be required. |



Assessment Tasks – VCE

Common assessment tasks are used in each subject at each year level and are given to students across a subject or year level at approximately same time. VCE attainment on assessment tasks is rated on a VCE Attainment Scale. The scale is designed to provide clarity and consistency in assessing and reporting students' progress. The rating scale will be as follows:

| VCAA Band | Percentage Range |
|-----------|------------------|
| Very High | 81–100% |
| High | 61–80% |
| Medium | 41–60% |
| Low | 21–40% |
| Very Low | 0–20% |

Description of the Rating scale

| | |
|----------------------------|--|
| Very High (81-100%) | The student demonstrates a thorough understanding of the task. Their work shows good insight, effective use of subject knowledge, and a high level of skill. |
| High (61-80%) | The student demonstrates a good understanding of the task. Their work shows clear application of knowledge with confidence and accuracy. |
| Medium (41-60%) | The student demonstrates a sound understanding of the task. Their work shows appropriate use of key knowledge and skills, with some areas for further development. |
| Low (21-40%) | The student demonstrates a developing understanding of the task. Their work shows emerging knowledge and skills, with opportunities to build greater clarity, consistency, and depth. |
| Very Low (0-20%) | The student demonstrates an early stage of understanding of the task. Their work indicates that further learning, practice, and support will help strengthen their knowledge and skills. |

These ratings are based on teacher judgement and are subject to external moderation by VCAA.

Assessment Tasks VCE VM:

Common assessment tasks are used in each subject at each year level and are given to students across a subject or year level at approximately same time. VCE VM attainment on assessment tasks is rated on a VCE VM Attainment Scale. The scale is designed to provide clarity and consistency in assessing and reporting students' progress. The rating scale will be as follows:

Excelling, Competent, In Progress, Not Yet Competent

Feedback

Feedback will be provided to students after each completed assessment task via SIMON. As the ultimate goal of assessment and reporting is to promote student learning, feedback to learners is critical in describing where students are at and how they are doing and identifying next steps. Effective feedback processes are strongly correlated with effective learning (Hattie 2012).

Effective feedback is:

- Specific and descriptive – making clear to students where they are in their learning - what they have done well, areas for improvement, gaps or misconceptions
- Timely – often 'in the moment' or in time for the feedback to be actioned
- Actionable – identifying how students can take their next step or achieve the required goal



- Transferrable – so that students can apply recommendations to their future learning (right now, tomorrow/next week or in their next assessment task)

The ultimate goal of teacher feedback is to feed forward into new learning.

Assessment adjustments

All students are capable of and expected to learn, and are supported to learn through quality differentiated teaching, and additional supports as required. Inclusive assessment practices at GLC include:

- elements of student choice in assessment content, products, or processes
- adjustments to task requirements based on a student's needs (may be outlined in an Education Support Plan) such as
 - additional time to complete the task
 - targeted adult support (e.g., scribing and scaffolding)
 - adjustments to the product or mode of completion (e.g., oral presentation rather than written, performance for teacher rather than whole class)
- modifications to the task based on a student's Individual Learning Plan (ILP) or other identified needs, such as
 - curriculum expectations of the task are modified to a different level (higher or lower), expressed in assessment criteria
 - alternate assessment tasks targeted at a different curriculum level

Moderation

Moderation is the process of ensuring that teacher judgements about student learning are consistent and fair. Moderation strategies at GLC include:

- Collaborative planning of learning programs, including discussion of curriculum intentions and expectations (building shared understanding of the standard)
- Collaborative design of assessment tasks and tools, including checklists, criteria sheets, and rubrics (or using standardised or agreed external grade scales, such as Cold Write criteria and progression points)
- Moderation of student learning samples – co-marking, moderating grades given or discussing challenging samples

Moderation of student assessment is a core responsibility of teachers and teaching teams and informs part of collaborative planning time. Sub school or faculty meetings and professional learning can also contribute significantly to well-aligned understandings of learning expectations.

Recording and documenting learning and assessment

Teachers are responsible for maintaining records of student learning and assessment. Some records/data are held centrally, for example on SIMON (Secondary formal assessment tasks) or in Student Data spreadsheets. Teachers themselves hold other records. Records/evidence of learning may be held digitally and by teachers in hard copy form.

Formal assessment data (including Semester Report grades, standardized assessments, SACs) are used by Leadership and staff of the College to analyse to identify trends, and areas of strength and need, and determine actions for ongoing improvement at whole school, cohort, and individual levels.

How is learning communicated and shared

Reporting

Reporting to parents and families regarding the learning achievements of students is required and essential for building partnerships and maximizing learning. Well-informed parents are best placed to support their children in achieving their best.



Throughout the year, student learning and progress is reported to parents in the following ways:

| | Purpose | When | How/format |
|---|---|---|---|
| Informal | Build and maintain positive home school partnership, share day to day observations, celebrations, or concerns | Ongoing, as required | Email, phone call, face to face conversation |
| Formal parent meetings | Discussion of an identified need or concern (including ILP/ ESP) | As requested by parent, teacher, or leader | Usually face to face, may be virtual |
| Parent information sessions | To inform parents of teaching and learning programs and engage families in their child's education | As required (e.g., beginning of Year 7, prior to a program such as Sex Education) | Usually face to face, sometimes virtual |
| Learning celebrations, open classrooms | To celebrate learning processes and products and involve students in sharing with families and community | On occasion, typically at the end of learning units | In classrooms or other learning spaces |
| Parent-student-teacher interviews | To discuss learning progress, learning behaviours, and learning goals | Term 1 (end) Term 3 (end) | Virtual or face to face; includes students and student voice as age-appropriate |
| Progressive Reporting (Secondary) | To share formal assessment tasks, grades, and teacher feedback | Ongoing, as student's complete tasks | Digital through SIMON/ PAM |
| Semester Reporting | To formally communicate summative assessment results aligned with the Australian Curriculum standards | End Term 2 and 4 | Digital through SIMON/ PAM |

Secondary Reporting Handbooks outline processes, expectations, and timelines specific for each of the above reporting elements.

Reporting adjustments – Students with Individual Learning Plans, or in a small range of special circumstances (for example, extended absence) can have adjustments made to their reporting in line with their ILP/circumstances. These are undertaken in consultation with Teaching and Learning leadership (Head of School, Director of Teaching and Learning, Adaptive Education Coordinator) and in partnership with families.

References

Department of Education Victoria (2024) *Assessment*: cited at <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>

Black, P & Wiliam, D (1998) *Inside the black box: raising standards through classroom assessment*: cited at https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment



International Baccalaureate (2020) *From Principles to Practice: Assessment*: cited at https://resources.ibo.org/pyp/works/pyp_11162-51465?lang=en&root=1.6.2.12.5.3

Evaluation

This Policy will be reviewed as part of the College's annual review cycle.

Policy Administration

| Responsible Person/s | Approver | Date Approved | Next Review |
|-----------------------------|-------------------|----------------------|--------------------|
| Executive Principal | College Executive | February 2025 | February 2026 |