

John Paul College Assessment and Reporting Policy



John Paul College 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).

Principles underpinning our Assessment and Reporting.

Horizons of Hope identifies the following principles for assessment for MACS Catholic Schools:

Focused on growth

- Assessment and reporting will be relevant and timely to each learner
- Students understand their learning progress
- Students receive feedback about their challenges whilst forming and valuing positive attitudes towards learning
- Educators critically question the impact of their decisions on student learning
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning

Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student perseveres and progresses in response to evidence uncovered and timely feedback.

Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's narrative.
- Assessment, feedback and data gathering techniques are authentic, varied and diverse
- Assessment of learning is continuous allowing students to demonstrate their progress and flourish
- Feedback is continuous, accurate and forward-focused

Rationale

The purpose of assessment and reporting is to support student learning by providing information to both students and families about their progress and achievement, as well as areas for improvement. John Paul College's assessment and reporting procedures aim to:

- **To establish protocols and procedures that defines the process for students to submit work.**
- **To ensure that students and parents understand the importance of completing and submitting work.**
- **To provide a structured framework to assist students who need assistance in establishing a homework routine and/or who have difficulty in effectively managing time to meet deadlines.**

Definitions

Alternative Framework is any recognised alternative curriculum framework, such as the International Baccalaureate programs, available to Victorian Catholic schools if approval is granted and authorisation gained to deliver the program

Assessment: is the ongoing process of gathering, analysing and interpreting evidence reflecting on findings making informed and consistent judgements to improve student learning.

Common Assessment Tasks (CATs): a summative task that is completed in the same conditions by all students within the subject. These will then form the tasks that are reported on in Semester Reports

Curriculum area refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum these are known as Learning Areas and Capabilities.

Growth focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.

Reporting: should happen twice a year in accordance with the CEM Reporting Guidelines, this should happen once a semester and must include information about the student's progress and achievement during the reporting period. This information must comprise accurate, objective and on-balance judgements of assessment evidence gathered in each school-defined subject during this period.

School Assessed Coursework (SAC) and School Assessed Tasks (SAT): Assessments as part of the VCAA VCE program in accordance with the specific and relevant study design.

Victorian Curriculum and Assessment Authority (VCAA) is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools

Assessments

At John Paul College teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at . John Paul College.

John Paul College uses continuous reporting, with families being able to see both Assessment and Class tasks that students are completing within the semester. To facilitate this there is an expectation for all year levels that feedback is given to students within two - three weeks of the task being submitted with marks and feedback uploaded to SIMON for parents to see.

Teachers consistently use formative assessment in their classes to assess and plan for learning.

Years 7-10-Summative Assessment

Minimum of 3 CATs (Common Assessment Tasks) per semester

One Assessment must be completed before the end of the first term of the semester

Assessment Tasks are to cater for all students through different levels in the task

Tasks should also be reassessed each year for rigour authentication purposes

VCAL/VCE

As outlined in the relevant VCAA study design

Tasks must be changed year to year (where applicable) for rigour authentication purposes

Review of assessment and reporting practices – Use of student learning data

Teachers at John Paul College document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

Teachers use student data stored on SIMON to reflect and inform their teaching and assessment practices.

Students with Additional Needs

Modified Assessments

Some students may require a modified assessment at times. For this to happen a conversation should first take place with the parents and SCIL if needed, once approved this needs to be amended on SIMON for the student's assessment task. The modified task should still be challenging but accessible to the student and related to the topic/subject.

Personalised Learning Plans

The John Paul College SCIL centre provides profiles on students with Additional needs to inform staff of accommodations needed in their teaching. Profiles and Personalised learning Plans are accessed through SIMON.

Moderation of Tasks

Moderation is the practice of teachers sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria across both the Victorian Curriculum F-10 Achievement Standards and VCAA Study Designs. It provides a structure and process for teaching teams, teachers, classes and individual students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

Years 7-10:

Where there are multiple classes in years 7-10 teachers should aim to moderate a sample of three from each class (low, middle and top) and participate in a moderation discussion. This could occur during a learning area briefing or after-school meeting if time allows. The goal of participating in this process is to ensure consistency in marking across all classes. With the aim to publish results within two - three weeks of students completing the assessment.

VCAL/VCE:

Tasks where there are multiple classes at VCE (Years 11-12) moderation should occur with all appropriate staff to ensure that the marking is consistent across the cohort. This should be completed before publishing any results to students. With the aim to publish results within two - three weeks of students completing the assessment.

Extensions

Students may request extensions, prior to the due dates when the submission date cannot be met due to circumstances beyond the student's control. Reasons for seeking an extension include absences due to illness (with medical certificate/ note), and family matters. Pressure of assignments in other subjects is not a sufficient reason to warrant an extension, nor is work or sporting commitments. Students who are attending camps or excursions are expected to meet deadlines that occur in their absence, or to negotiate revised submission dates with teachers before the event. If a student knows they will be absent on the day of submission they need to ensure the work is submitted prior to the absence. Once an extension has been approved by the teacher, this needs to be reflected in the students Assessment Task on SIMON.

This only applies to Years 7-10 as Units 1-4 and VCAL Learning Outcomes must follow the VCAA guidelines regarding assessments.

Non-Attendance/ Submission

- Parents and students are encouraged to communicate any wellbeing issues to the classroom teacher and Head of House that may affect a student completing assessments. This will enable a student management plan to be put in place to best support students completing all class work and assessments.
- Students who are absent from a CAT are required to submit a Medical Certificate or note from a parent to Student Services upon their return for their absence.
- When a CAT (Years 7-10) is not submitted without reason an 'Overdue Work Notice' is to be sent to families. Students have the 5 Calendar days preceding the late submission to submit the task before receiving an 'Non- Submission' on SIMON.
- When a student is absent from a SAC/SAT a 'Pending N' notification should be created for the student to re-sit the task. A mark is given when the student has a school approved absence if it is not a school approved absence the student receives a '0' but an 'S' if the work is satisfactorily completed.
- When a VCAL student does not complete a Learning Outcome by the due date a 'Pending N' notification should be created for the student to complete/ re-sit the task.

Late Submission of work

Short submission – classwork or homework

Students will be required to complete the work in a time set by the class teacher. This may be at lunchtime or after school. Students will be informed by their teacher when they are expected to attend and parents via email. There is an expectation that students record and manage due dates and turn up promptly at the designated time. Late submissions should be reported on SIMON as an 'incident', repeated instances (>2) of late submissions may result in a change session.

Assessment Tasks

First non-submission of assessment task per subject, by due date, per semester: Parent communication from classroom teacher (written or verbal) and the Learning Area Leader and Middle or Senior Student Learning Coordinator is made aware of non-submission of work. Late submissions should be reported on SIMON as an 'incident', repeated instances (>2) of late submissions may result in a change session.

Year	Consequence
Year 7	Work submitted by 4:00pm on due date, 5% of the total lost per day late submitted.
Year 8	Work submitted by 4:00pm on due date, 5% of the total lost per day late submitted.
Year 9	Work submitted by 4:00pm on due date, 10% of the total lost per day late submitted.
Year 10	Work submitted by 4.00pm on due date, 10% of the total lost per day late submitted. Work submitted 1 week after due date (without approved extension) will receive 0% for the task.

If a student continues to not meet due dates and submissions are not made, then parents may be called for a meeting and further action shall be taken. At this meeting, an agreed action plan will be developed for assisting the student in meeting future deadlines.

Plagiarism

Plagiarism is the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that person / those persons.

Intentional Plagiarism is plagiarism associated with intent to deceive.

Unintentional Plagiarism is plagiarism associated with a lack of understanding of plagiarism or a lack of skill in referencing / acknowledging others' work (still a breach of this Policy).

Collusion is the unauthorised act of a student presenting work, which is the outcome of directly working with others, as his or her own.

- Students have the responsibility to ensure that all submitted work is their own.
- Students must acknowledge all sources of information including print and non-print texts in a bibliography at the end of their assessment task.
- Students who knowingly assist another student to plagiarise may be penalised and a change session issued.
- Students must not cheat on exams, tests or assist others to do so.

John Paul College utilises plagiarism software to check students are submitting their own work.

Consequence

Where a student has been found to plagiarise:

- Parents are notified via letter sent through SIMON.
- Student is to resubmit an alternative task provided by classroom teacher.
- For a first instance of plagiarism: A documented student meeting is held with the subject teacher and recorded in Student Notes and an Incident on SIMON.
- Students will receive a 0 grade for plagiarised work; this can be redeemed through completion of an alternate task on a due date set by the subject teacher, the result for this task is reported in the comments of the original Assessment Task.
- Students must submit the alternate task at a satisfactory level (50%), this does not form part of their Overall Result.
- The instance of plagiarism must recorded as an 'incident' on SIMON and also be communicated to the Learning Area Leader.

Intentional Plagiarism Consequence

- For a second instance of plagiarism: A documented meeting is held with the student, parents, subject teacher and the Middle or Senior Student Learning Coordinator.
- For the third instance of plagiarism: Parent meeting with classroom teacher/Coordinator and/or, Deputy Principal and/or Principal to determine future pathway of the student.

Unintentional Plagiarism Consequences

- Meeting with class teacher to review correct referencing/acknowledging practices.

Satisfactory Grade: Years 7-12

In order for the student to demonstrate a satisfactory understanding of content, a student must always submit work that is to the best of their ability. If work submitted or a test undertaken is not demonstrating a student's best efforts, a student may be asked to resubmit the task. A Satisfactory grade must meet the minimum requirement of 50%.

The method of grading must be clearly communicated to students before the assessment task is undertaken. This must include assessment tools such as:

- The use of rubrics
- Key skills or criteria
- Marking scheme

If a student is required to re-sit or re-submit a task, this will happen in communication with parents and after consultation with the Learning Area Leader and the teacher.

On satisfactory re-completion of this task:

- Year 7 and 8 students may have their grade reassessed to meet the Satisfactory grade of 50%
- Year 9 -12, the initial mark remains.
- VCE students must also achieve an “S” to show satisfactory completion of each Unit as required by VCAA.
- VCAL students must also achieve an “S” to show satisfactory completion of each Learning Outcome as required by VCAA.
- If a student still does not make a satisfactory improvement on the second attempt, they will receive an overall result of ‘O’ or ‘N’ (Not Satisfactory).
- The resubmission of the assessment task must be reported on SIMON as a comment in the original Assessment Task.

Parent and Student understanding

It is an expectation that students complete all assessment tasks as their own work for every subject that they study.

Non-submission of work or work submitted that is not a student’s own, will impact on the level of achievement a student receives during a semester. This will also impact on a student’s subject selection choices as they move through the school.

Reporting

John Paul College complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. All reporting is based on and supports the CEM Reporting Guidelines.

Interim Reports are completed towards the end of Term 1 & 3

- Interim reports reflect on a student’s learning behaviours in each subject, and if teachers wish to request a Parent Teacher Interview

Semester Reports are completed at the end of every semester.

- Semester reports contain the CATs from the semester along with an Overall Result for the semester (where appropriate)
- If any CATs were submitted late it is noted on the report
- For Years 7-10 the Achievement Standard from the Victorian Curriculum, shows where the student is at, at that point in time.

Student/Parent/ Teacher Interviews are conducted once a Semester for students in Years 7-12.

Students with additional learning needs receive an additional report each Semester. Parents are invited to regular PSG Meetings throughout the year.

Other Reporting

NAPLAN/ACER

- Students across Year 7 – 9 complete various testing during the year, this data is then analysed by teaching staff and used as a guide, to better inform their teaching practices in relation to the students they teach and how they learn. The student’s results on these tests are available on SIMON once they have been released.
- Year 7 and 9 complete NAPLAN
- Years 7 – 9 complete ACER testing

NCCD data

John Paul College teachers’ record evidence of adjustments made to support students with a disability on SIMON. John Paul College then provides this evidence to the NCCD as required.

More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#) (the Guidelines).

Related policies and documents

- John Paul College Homework and Study Policy
- John Paul College Learning and Teaching Curriculum Guide
- John Paul College Student Academic Progress Policy
- John Paul College Student Acceleration Policy
- John Paul College Remote Learning Policy

External References

- CECV. 2021. Reporting student progress and achievement – 2021 Revised guidelines for Victorian Catholic schools
- VCAA. 2018. VCE VET Program Guide