



Yea High School Policy & Procedures

| TITLE | ASSESSMENT AND REPORTING POLICY |
|-----------------------------|---------------------------------|
| MANAGEMENT AREA: | |
| PERSON RESPONSIBLE: | |
| LOCATION OF POLICY: | |
| DATE OF PREPARATION: | Updated June 2017 |
| ENDORSED BY SCHOOL COUNCIL: | June 2017 |
| REVIEW DATE: | 2020 – Every 3 years |

Assessment procedures at Yea High School provide parents, students and staff with valid and reliable indicators of a student's development in each subject. Through these procedures students become aware of their current stage of development so that they can build on their strengths and work to overcome their weaknesses.

Assessment nurtures students' sense of personal worth by being positive in direction, by emphasising individual strengths, indicating how weaknesses can be addressed and by assisting students in a constructive and practical way. Students are encouraged to be responsible for their own learning through a process of self-evaluation.

VCE student assessment and reporting practices will conform with requirements of the Victorian Board of Studies as set out in the VCE Administrative Handbook.

<http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2017/index.aspx>

For students in Years 7-10 reporting provides appropriate information to parents about student achievement at specific levels and within specific strands of the CSF.

A written "Kidmap" report is provided for parents at the end of each semester. Interim reports will be issued at the end of Term 1 and Term 3 or at other times as requested by either parents or teachers.

A report will provide comprehensive information about the following:

- whether the student has met the work requirements set for the course;
- the level of achievement the student has attained in the required work;
- the improvement made by the student;
- the strengths and weaknesses of the student;
- recommendations about how a student can make further progress and how parents can provide them with support.



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At all year levels descriptive, criteria-referenced graded assessment (A-E) is the form of assessment used. Key Learning Outcomes will be written down, in terms understandable to both students and their parents, the features which will distinguish the qualities of the student's work if it is to receive a particular grade. This grade will therefore correspond to a defined level of achievement.

The criteria by which students' performance will be evaluated will be clearly outlined by teachers at the commencement of the course and/or specific units of work. The report will be consistent with the grade criteria and the work requirements to be met by the students to successfully complete the course.

Parent interviews will be conducted at the end of Terms 1 and 3 and at other times as requested by parents and teachers.

IMPLEMENTATION

Assessment and reporting must:

- be clearly linked to the course outline and objectives provided to parents and students at the beginning of the semester.
- involve consultation and negotiation between teacher and student and, where necessary, parent conferences must take place at regular intervals throughout the year.

Policy History

| Version Approval Date | Summary of Changes |
|------------------------------|----------------------------|
| | Date of Preparation |
| June 2017 | Review |
| June 2017 | Endorsed by School Council |
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