

Reporting Student Learning to Parents Policy



Help for non-English speakers. If you need help to understand the information in this policy, please contact the general office.

PURPOSE

To ensure the college community is aware of the procedures for the assessment of student learning and the preparation of reports on student achievement and progress.

POLICY

1. SEMESTER REPORTING

Bundoora Secondary College formally reports student achievement and progress twice per school year for every student enrolled at the school. These digital reports are shared at the completion of each semester and are accessible by parents through the Compass portal. Upon request, hard copies of a student's semester report can be provided to parents/carers.

Student reports for parents/carers are confidential documents which:

- report on both student progress and achievement
- provide parents/carers with clear, individualised information about progress against the Victorian Curriculum F - 10 achievement standards
- identify the student's areas of strength and areas for improvement.

For students in ENTRY and PACE21, Bundoora Secondary College staff use a five-point scale to provide a judgement that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period. The five-point scale allows parents/carers to easily interpret student progress since the curriculum area was last reported on, and to determine if their child has attained the age-expected level. In English and Mathematics, these teacher judgements are provided each semester for every student in ENTRY and PACE21. Progress in Science occurs at least once each year and all other learning areas are reported upon at least once every two years (depending on student's individualised learning plans).

Opportunities exist for families to be able to discuss the reports with staff. Student/Parent/Teacher Interviews are held in Term 3 following the release of the reports at the end of Semester 1. Also, in the last week of Term 4, parents/carers are invited to discuss Semester 2 reports with members of staff.

Note: in the case of students with an Individual Learning Plan, there may be specific instances where a school decides in partnership with an individual student and their parents/carers that an alternative to a full report for that student is appropriate.

2. ASSESSMENT OF STUDENT ACHIEVEMENT and PROGRESS

Staff at Bundoora Secondary College ensure there is continuous assessment of each student's performance and progress through a wide range of formative and summative assessments embedded in the school's curriculum. These assessments, along with the data obtained from a wide range of reliable assessment tools (e.g. PAT tests), inform teacher judgements of achievement and progress.

Definitions:

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

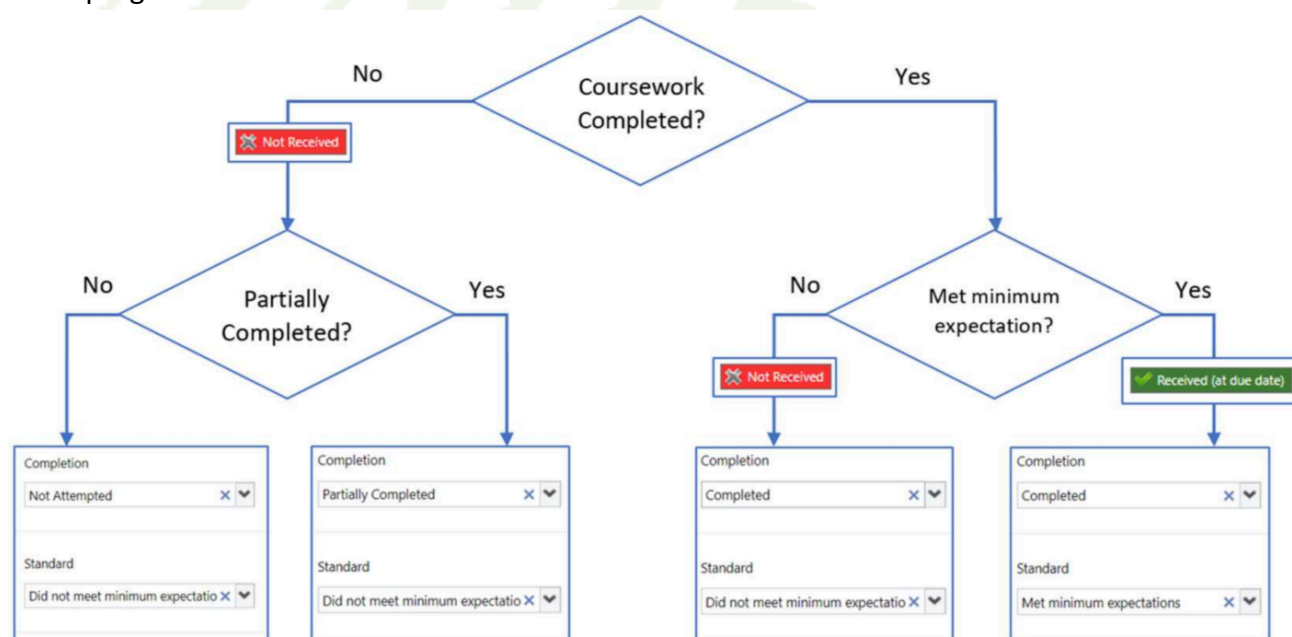
The following table describes the assessment tools used by all staff at Bundoora Secondary College (Entry to Graduate) to assess student achievement and progress, and how this performance is effectively communicated to parents/carers.

Tool	Description	Communication
Coursework Tasks	The BSC Coursework Learning Task process, administered fortnightly via Compass, is used to monitor the completion of essential coursework, and to provide students and parents with feedback on the standard of coursework completion.	This feedback is available in real time via Compass and is also summarised and included on BSC interim and semester student reports.
BSC Values Index Progress Reports	The BSC Values Index Progress Reports, administered three times a semester via Compass, provides the opportunity for each student to receive regular feedback on their work and study habits. The progress reports also include On Track / Concerned feedback which is used to communicate if students are satisfactorily meeting outcomes.	This feedback is available in real time via Compass and is also summarised and included on BSC semester student reports.
Reportable Learning Tasks	All students complete at least three pieces of school-based assessment in each subject per semester (or as described in relevant VCE/VCAL studies). Students and families/carers receive	This feedback is available in real time via Compass and is also summarised and included on BSC semester student reports.

	detailed feedback on performance which identifies areas of strength and areas for improvement.	
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2.1 Coursework Tasks

The following flowchart summarises the feedback that students and families/carers receive via the Coursework learning task assessment process. In addition, PAL teachers receive fortnightly summaries of their mentee's completion of coursework and are responsible for instigating an academic review if a student's progress is of concern.



2.2 BSC Values Index Progress Reports

The BSC Values Index aims to provide students with feedback on their demonstration of the college values as they work, interact with peers, and acquire knowledge and skills. With this feedback students can create goals with their teachers, parents and PAL to ensure their classroom work and study habits continually improve. Students are assessed against the following criteria:

RIGOUR - Is a student completing all required tasks to the best of their ability within due dates, and actively seeking to extend their skills/knowledge?

RESPONSIBILITY - Is a student coming to class on time, with the required materials, and with any pre-learning or homework completed?

RESPECT - Does a student's behaviour help to build a focused and inclusive environment where everyone's 'right to learn' and 'right to feel safe' is respected?

RESILIENCE - Is a student adopting a growth mindset by persevering, accepting mistakes, learning from them, and applying teacher feedback?

RELATIONSHIPS - Is a student demonstrating their willingness to be an active partner in their education by working well in a team/group, and having open conversations with their teachers regarding improving their learning?

For each criteria students receive a score, either: **ALWAYS (4), RFREQUENTLY (3), SOMETIMES (2), SELDOM (1) or RARELY/NEVER (0).**

The BSC Values Index Progress Reports also include 'On Track/Concerned' feedback which provides ENTRY, PACE21 and VCE/VCAL students' families/carers forewarning of teacher judgements of learning progress on end of semester reports. Criteria used for this assessment include:

ON TRACK - ABOVE EXPECTED - All coursework is completed. Quality of work is above age-expected level (more than 6 months above.)

ON TRACK - AT EXPECTED - All coursework is completed. Quality of work is at age-expected level (within 6 months below/above of expected.)

ON TRACK - BELOW EXPECTED - All coursework is completed. Quality of work is below age-expected level (more than 6 months below.)

CONCERNED - There are coursework tasks outstanding and/or concerns about progress or attendance.

2.3 Reportable Learning Tasks

The following table summarises the components reported to students/parents/carers via the mandatory school-based learning tasks.

COMPONENT	ENTRY and PACE21 Subjects	VCE / VCAL / VET subjects
Learning Tasks on Compass	Minimum of 3 per semester	As per relevant study designs
Performance Descriptor	BSC performance descriptor aligned to a developmental rubric – <i>Expert, Proficient, Established, Consolidating, Beginning, Not Yet Apparent</i> <u>or</u> A percentage score (where best suited to the task)	A percentage score for VCE tasks
Victorian Curriculum Descriptor	Descriptors refer to the age-expected level of achievement for a student – <i>Above the expected level, At the expected level, Working towards the expected level, Below the expected level.</i>	NA
Feedback – learning areas can use the following methods	Rubric - Developmental rubric	Rubric - VCAA Performance Descriptors
	Open comment – a written teacher comment used to effectively identify areas of strength and areas for improvement.	
	Annotated learning task - original student work that has been corrected with annotations - digitised and uploaded to the Compass learning task as feedback.	

Learning task templates are created for staff to ensure consistency of assessment and reporting across the college. All staff follow these guidelines when providing feedback on learning tasks. Feedback should:

- be timely: feedback is provided within two weeks following the submission of an assessed task.
- be accessible and meaningful: the language used allows students and parents to understand what the learner has achieved and how they can improve.
- clearly identify what the learner has done well and identify what has been misunderstood or not understood.
- encourage reflection and challenge the learner to further develop their skills and knowledge.

3. ASSESSMENT and REPORTING SCHEDULE - 2022

The following table summarises the '*what, when, how and who*' of assessment and reporting at Bundoora Secondary College:

WHEN	WHAT	HOW	WHO - Responsible
Term 1	WARP testing for new ENTRY students	Withdrawal from class for testing	Literacy Specialist
	PAT-R and PAT-M assessments for all students in ENTRY --> PACE3	In class testing	English and Maths teachers
	Formative assessments for literacy and numeracy – Essential Assessment and other tools	In class testing	English and Maths teachers
	Semester 1 Coursework Tasks 1 - 4	Compass Learning Tasks	Classroom teachers
	BSC Values Index – Cycle 1	Compass Progress Reports	Classroom teachers
	Semester 1 Learning Task 1	Compass Learning Tasks	Classroom teachers
	BSC Interim Term 1 Report	Compass Reporting	Teaching & Learning Team
Term 2	Formative assessments for literacy and numeracy – Essential Assessment and other tools	In class testing	English and Maths teachers
	NAPLAN testing – Levels 7 and 9	Online testing portal	Teaching & Learning Team
	Semester 1 Coursework Tasks 5 - 8	Compass Learning Tasks	Classroom teachers
	BSC Values Index – Cycles 2 and 3	Compass Progress Reports	Classroom teachers
	Semester 1 Learning Tasks 2 and 3	Compass Learning Tasks	Classroom teachers
	BSC Semester 1 Report	Compass Reporting	Teaching & Learning Team
Term 3	Formative assessments for literacy and numeracy – Essential Assessment and other tools	In class testing	English and Maths teachers
	Semester 2 Coursework Tasks 1 - 4	Compass Learning Tasks	Classroom teachers
	BSC Values Index – Cycle 4 and 5	Compass Progress Reports	Classroom teachers
	Semester 2 Learning Task 1	Compass Learning Tasks	Classroom teachers
	BSC Interim Term 3 Report	Compass Reporting	Teaching & Learning Team
Term 4	Formative assessments for literacy and numeracy – Essential Assessment and other tools	In class testing	English and Maths teachers
	Semester 2 Coursework Tasks 5 - 8	Compass Learning Tasks	Classroom teachers
	BSC Values Index – Cycle 6	Compass Progress Reports	Classroom teachers



	Semester 2 Learning Tasks 2 and 3	Compass Learning Tasks	Classroom teachers
	PAT-R and PAT-M assessments for all students in ENTRY --> PACE3	In class testing	English and Maths teachers
	BSC Semester 2 Report	Compass Reporting	Teaching & Learning Team



FURTHER INFORMATION AND RESOURCES

- Victorian Curriculum - <https://victoriancurriculum.vcaa.vic.edu.au/>
- Victorian Curriculum and Assessment Authority (VCAA) Handbook - <https://www.vcaa.vic.edu.au/administration/vce-vcsl-handbook/Pages/index.aspx>
- Department of Education and Training. Reporting Student Achievement and Progress Foundation to 10 Policy - <https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy>
- Department of Education and Training. Assessment of Student Achievement and Progress Foundation to 10 Policy - <https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>
- VRQA. <https://www.vrqa.vic.gov.au/schools/Pages/standards-guidelines-requirements-for-schools.aspx>

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Included in staff induction processes and the staff handbook
- Periodically referenced in our eNewsletter
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2022
Approved by	Teaching and Learning Team
Next scheduled review date	2023