

1. Purpose

Assessment and Reporting is an integral part of teaching and learning. The purpose of this policy is to ensure student learning is consistently monitored, assessed, reported and that the school practices are compliant with VRQA Minimum Standards. It ensures teachers use a range of assessment strategies to support and assess students. Reporting aims to communicate and improve learning, by enabling stakeholders to contribute meaningfully through partnership.

2. Scope

This policy applies to all teachers, students, parents/guardians and members of the College community.

3. Policy Statement

My College aims to provide a positive and productive learning experience for all students. We focus on growth as an iterative and continuous cycle, where teachers are alert to the needs of students through data-gathering and relational dialogue.

4. Implementation

4.1 My College considers assessment as a way in which to inform teaching and learning, identifying what students know, understand, value and can do. Effective assessment involves the ongoing process of collecting and analysing information about student learning to inform teaching practice. Teachers use a balanced combination of formative and summative assessments throughout each term.

Assessment Tools	Assessment Types
<ul style="list-style-type: none"> PAT Reading and PAT Maths (Terms 1&3) PM Benchmarking (Foundation - Year 6) In-class writing tasks, aligned to VCAA text types and curriculum standards Pre- and post-unit diagnostic tasks Oral presentations, collaborative projects, and rubrics Phonics assessments in lower primary to monitor decoding, sound recognition and spelling development 	<ul style="list-style-type: none"> Formative: informal tasks, exit slips, classroom observations Summative: formal assessment tasks, presentations, common rubrics Peer and self-assessments: to encourage student reflection and independence

4.2 Assessment Administration Procedures

Creating the Assessment

- Must align to Victorian Curriculum outcomes
- Include clear criteria and mark allocation
- Must reflect a balance of cognitive demand (lower- and higher-order thinking)
- Shared with year-level teams for moderation

During the Assessment

- Students are seated in structured arrangements
- Distractions minimised and a quiet, calm setting maintained
- Standardised writing tools encouraged (blue/black pens)

Marking the Assessment

- All answers clearly marked with ticks or crosses
- Marks consistently recorded in the right margin
- Total marks tallied at the end of the paper
- Red pen used for corrections
- Model answers shared when appropriate
- Marks must reflect performance on the task, not teacher impressions

In-Class Review Process

- Teachers unpack common errors and model correct responses
- Students provided time to reflect, correct or respond to feedback
- Adjustments made for students with ILPs or additional needs

4.3 Reporting to Parents/Guardians

Parent-Teacher Communication

- Scheduled interviews in Term 1 and Term 3
- Open-door communication policy throughout the year
- Teachers initiate contact for concerns or updates as needed

Written Reports

Written reports are distributed twice yearly (Semester 1 and 2) and include:

- Student achievement against Victorian Curriculum achievement standards
- Progress compared to the previous report
- A clearly explained five-point scale (A–E or worded equivalents)
- Descriptions of learning behaviours and work habits
- Constructive comments explaining strengths and areas for improvement

Students with ILPs and NCCD

- Students requiring adjustments are assessed using their ILPs
- Adjustments are recorded and implemented as per ILP documentation
- Progress on goals is reported and discussed formally in Term 1 and Term 3
- A five-point scale or alternative progress tool may be used in agreement with parents

Meeting Commonwealth and ISV Requirements

Reports:

- Offer an objective assessment of student performance
- Use a consistent five-point scale per subject
- Clearly define learning standards and provide feedback parents can understand
- Are written in clear language and accessible in either print or digital formats
- Allow opportunity for follow-up through interviews or parent-teacher meetings

4.4 Record Keeping and Reporting Systems

Internal Reporting and Storage

- Reports are created using My College's reporting template and saved to secure internal systems
- Assessment evidence is retained in digital portfolios or physical folders for moderation and review
- Reporting records are backed up as per ISV requirements and stored in accordance with the Public Records Act 1973

Retention Periods

- Reports and learning data from Prep–Year 8: retained for 6 years after student departure
- Year 9–12 non-final reports (if applicable): retained for 30 years
- Final Year 12 reports (if applicable): retained permanently and archived

4.5 Moderation & Quality Assurance

- Team moderation sessions conducted once per term
- Samples cross-checked for consistency and fairness across student levels
- Common rubrics used to support consistency of grading
- Reports reviewed by Team Leaders and College Leadership before release
- Teachers complete professional learning on assessment and reporting quality

4.6 Cross Year Alignment

To ensure a smooth transition from primary to secondary, assessment and reporting practices in Year 6 are informed by the developmental and Zone of Proximal Development (ZPD)-based approaches outlined in the My College Years 7–8 policy. This alignment helps students transition with continuity in expectations and language around progress.

5.Roles & Responsibilities

Teachers

- Develop, deliver and mark assessments
- Maintain assessment records
- Communicate learning outcomes with families
- Write and review student reports

Team Leaders

- Support moderation and consistency across teams
- Assist in analysing cohort data and trends
- Ensure curriculum coverage aligns with assessment schedules

Leadership Team

- Review reporting policy compliance with VRQA and ISV expectations
- Lead curriculum audits and report proofing
- Provide feedback and guidance on assessment practices

6.Related Policies & Legislation

Curriculum Policy

Victorian Curriculum F-10 Achievement Standards

Department of Education [Reporting Guidelines](#)

Education and Training Reform Regulations, 2017

7.Communication of this Policy

This policy will be published on the school's website and intranet.

8.Policy Review

Approved by: Principal and School Board, April 2025

Next review: April 2027