

# Assessment and Reporting Policy

January 2023



**VIRTUAL  
SCHOOL VICTORIA**

# Purpose

This policy provides information to students, teachers and parents/supervisors regarding the assessment and reporting practices at the Virtual School Victoria (VSV).

This policy should be read in conjunction with the Victorian Curriculum and Assessment Authority (VCAA) VCE AND VCAL Administrative Handbook (Assessment Section) and the [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#)

# Rationale

The teaching and learning program at VSV provides online learners with multiple ways of actively engaging with learning experiences that promote their mastery of content and skills and are aligned with the content and achievement standards of the state curriculum as detailed by VCAA.

At VSV course design is based on the Pedagogical Model for Virtual Learning and reflects a clear understanding of all students' learning needs and incorporates varied ways to learn, a variety of instructional and assessment methods and materials. The assessment methods allow students to demonstrate their learning progress and achievement and are consistent with, and aligned to, the course goals and objectives.

Assessment at VSV is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student learning needs, student achievement and to plan for future student learning.

Throughout the course of their studies students are provided with regular, accurate, specific and timely feedback about what they are achieving and what they need to do next. Feedback is provided through VSV Online. This may be supplemented with phone, online or face to face sessions.

VSV course design includes explicit assessments to determine a student's prior knowledge, ongoing progress and final grades. At VSV Assessment **for**, **as** and **of** learning means:

**Assessment for learning** involves teachers:

- sharing learning intentions and explicit success and assessment criteria with students
- ascertaining students' prior knowledge, skills and understanding
- adapting teaching practice to meet student needs
- providing sensitive and constructive feedback to students on their performance in a timely and regular manner
- making formative use of summative assessment.

**Assessment as learning** involves students:

- reflecting on their learning and using feedback to make adjustments and changes to their skills and understandings
- engaging in self-assessment and peer-assessment.

**Assessment of learning** occurs when teachers use evidence of student learning to make on balance judgements about student achievement against VCAA Achievement Standards and/or Outcomes. Assessment of learning:

- is based on teacher judgements about student achievement at a point in time
- provides a description of the extent to which a student has demonstrated VCAA determined Achievement Standards and/or Outcomes
- is supported by examples or evidence of student learning
- ensures consistent teacher judgements through moderation processes
- is used to plan future learning.

Reporting at the VSV is the process by which assessment of learning is communicated to parents/supervisors, students and teachers about what students know and can do, together with recommendations for their future learning. All reports are available to view and download in the Portal <http://portal.distance.vic.edu.au/> and through VSV Online.

Parents/supervisors are offered the opportunity to participate in regular parent-teacher conferences to discuss their child's progress through general contact with teachers and learning advisers. There is no formal parent-teacher conference day at VSV. These discussions may be online, via email, over the phone or in person at VSV.

Parents/supervisors are responsible for ensuring the authenticity of student work in partnership with VSV teachers.

VSV respects and responds to the individual needs of students. It is important that any special circumstances are communicated to the Year Level Co-ordinator. In Years 11 and 12 Special Provision arrangements are possible under VCE guidelines which recognise illness and disability may affect assessment outcomes. VSV also provides guidance for teachers of students in F-12 on responding to additional needs through the implementation of reasonable adjustments, differentiation and modifications.

VSV uses the VSV Online Gradebook and Accelerus to record student progress and achievement.

Excellence and effort are celebrated and acknowledged at the VSV on a personal level and also publicly through presentations of student awards in a ceremony at the end of each academic year. For detailed information about awards see the following document: [F-12 Awards](#)

## Implementation Primary and Middle School

The Victorian Curriculum F–10 is the basis for teaching and learning for students in Years F-10. It outlines what every student should learn during their first eleven years of schooling. The Victorian Curriculum is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of learning programs for all students and is based on the actual learning level of each student rather than their assumed level of learning based on age.

Following enrolment students participate in an orientation program known as Launch Pad. They complete a range of activities which allow their Learning Advisor to establish if they need additional support or extension with their learning. Previous school reports also inform this assessment and where there is a lack of information students may be asked to undertake additional diagnostic testing, (for example PAT).

Students complete a variety of ongoing activities and regular assessments that are built into the online modules in conjunction with external programs such as Mathletics. There are also opportunities for teachers to include formative and summative activities/tasks through synchronous online classes which are delivered via Cisco WebEx. The combination of module activities and online classes support teachers to identify the student's point of need learning and make adaptations/adjustments.

At times teachers may need to make reasonable adjustments to a student's learning program. This process will be led by the Sub-school Leader in collaboration with the Inclusion Coordinator and teaching teams. Individual Education Programs will be developed for students in the mandated cohorts and those who are identified as working at a level two years or more below their indicative chronological level.

Students in Years 3, 5, 7 and 9 participate in NAPLAN under the supervision of their parents or supervisors in accordance with VCAA guidelines. VCAA closely support VSV in all aspects of the implementation of online NAPLAN testing.

The VSV F-10 Assessment Schedule provides details of more formal assessment points and the assessment tools or strategies that are used. Regular work submissions do not always require a grade and will include feedback when they are returned to students. They will be marked in VSV Online as either 'Assessed' or 'Further Attention Required'.

# Reporting

In Primary and Middle School where student learning is based on the Victorian Curriculum, two forms of reports are available for students and parents/supervisors:

- Primary (Years F-6), Semester Reports.
- Middle Years (Years 7-10), Progress Reports and Semester Reports.

In the Middle Years students and parents/supervisors are provided with a Progress Report at the end of Terms 1 and 3. Progress Reports give a brief indication of the student's level of engagement and academic progress. A formative assessment statement is included which acknowledges the knowledge or skills the student has demonstrated and provides advice about the next steps in the learning progression.

At the end of each semester parents/supervisors will receive a Semester Report. The Semester Report provides a summary of student achievement over the semester. For F-10 this includes a progression point shown against a five point scale related to the Victorian Curriculum. In accordance with VCAA requirements reports will be provided on student achievement in English, Mathematics and Science which are core subjects, against the common achievement standards, indicating the level of attainment reached by each student and the age-expected level of attainment within a minimum five-point scale. Health and Physical Education is also a core subject at the VSV and will be reported on each year. Following the Foundation stage (F-Year 2) the report will provide information about student achievement against all other non-core curriculum areas in each two-year band of schooling. The Semester Report also contains a general comment from the student's Learning Advisor about their overall progress.

When a student is performing two or more years below or above their chronological year level and they have an Individual Education Plan (IEP) their report may indicate their demonstrated level of academic achievement or may be a goals-based report or both. This approach is aligned with DE Reporting Advice and will be provided with the full knowledge of the parent/supervisor.

## Senior School

The Victorian Certificate of Education (VCE) is a senior secondary qualification awarded to students who successfully complete Years 11 and 12. The VCE is usually completed over two years, but can be spread over a longer period of time depending on individual circumstances. The VCE is awarded on the basis of satisfactory completion of sixteen units of work as set out in VCAA accredited Study Designs. For full details about the VCAA requirements of the VCE see the [VCE AND VCAL Administrative Handbook](#) It is anticipated that VSV will be implementing the Vocational Major from 2024 onwards.

The Victoria Registration and Qualifications Authority (VRQA) and VCAA have determined the following assessment principles and the VSV abides by them. VCE assessment should be:

- fair and reasonable
- equitable
- balanced
- efficient.

On completion of a unit, students are assessed as having achieved either a 'satisfactory' (S) or 'non-satisfactory' (N) result. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Satisfactory completion of a unit is determined by the VSV teacher in accordance with VCAA requirements. To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design. During Units 1 and 2 all assessment is internal. In Units 3 and 4 assessment is conducted both internally by the VSV and externally through the VCAA.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes
- the work is clearly the student's own
- there has been no substantive breach of rules.

Students may satisfactorily demonstrate completion of the learning outcomes through internally set assessment tasks (SACs and SATs), scheduled work submissions and on balance teacher judgements based on evidence. Teachers will provide appropriate opportunities for students to demonstrate satisfactory completion of outcomes. Assessment of SACS, SATS includes a moderation process.

If all outcomes are achieved, the student is awarded 'S' for the unit.

A student will not be granted satisfactory completion if:

- the work does not demonstrate a satisfactory understanding of the outcomes as outlined in the VCAA Study Design;
- the work cannot be authenticated;
- there has been a substantive breach of rules.

At VSV, VCE students have up until Week 2 of Term 3 to request redemption of an 'N' grade. Due to timing of unit completion and exams there is no redemption period for Semester 2, however an application may still be completed and students are encouraged to contact the Sub School Leader for Student Learning for further information.

Regular work submissions which do not require a grade will include feedback when they are returned to students and marked through Scaffold as either 'Assessed' or 'Further Attention Required'. Detailed information about additional processes and procedures is available on the staff shared drive, as well as being part of new staff and senior school induction processes.

- SAC and SAT Development and Delivery
- Assessment of SACs and SATs
- SAC and SAT Grading Scheme
- Redeeming an 'N' Result
- Appeals and Breaches of Rules
- Special Provision.

It is possible to obtain the VCE without completing the end of year exams. However, if a student intends to study at a tertiary level they will generally require an Australian Tertiary Admissions Rank (ATAR). In order to gain an ATAR, examinations and in some cases other external assessments will need to be completed.

For additional information surrounding external assessment please see the following sections of the [VCE and VCAL Administrative Handbook](#):

- Eligibility for the award of the VCE
- Score Assessments, General Achievement Test (GAT)

# Reporting

In the Senior School, two forms of reports are available to students and parents/supervisors: Progress Reports and Semester Reports.

Students and parents/supervisors are provided with a Progress Report at the mid-point in the semester. The information given in Progress Reports provides students and parents/supervisors with basic information about work submitted, the quality of work that has been submitted and student engagement. Teachers may also request further communication with the student and or parent/supervisor via the Progress Report.

At the end of first semester parents/supervisors will receive a detailed Semester Report. Year 11 students will also receive a report at the end of second semester. The Semester Report provides a summary of student learning and achievement over the semester in each subject and advice about future learning. The Semester Report also contains a general comment from the student's Learning Advisor about their overall progress.

Early Exit Reports will be provided for students who have completed the equivalent of four weeks of work in Years 11 & 12. Early Exit Reports are completed for all non-school based students, including those over 17 years.

The purpose of Early Exit Reports is to provide:

- students with recognition for work which has been completed
- a statement of progress and achievement which can be supplied if the student enrolls in another school.

## Related Links and Appendices

- [Victorian Assessment and Reporting Authority](#)
- [Procedures for Assessment in VCE Studies.pdf](#)
- [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#)

# Policy – Identification and Recording

## Policy Information

<b>Policy Name:</b>	<b>Assessment and Reporting</b>
<b>Current Version:</b>	2023
<b>Purpose:</b>	To guide assessment and reporting practices.
<b>Scope:</b>	School Programs
<b>Policy Owner:</b>	Fiona Webster, Principal
<b>Policy Author:</b>	FW, TOH
<b>Related policies and legislation:</b>	VCAA – Victorian Curriculum and VCE Procedures for Assessment in VCE.
<b>Internal procedures guided by this policy:</b>	F-10 Assessment and Reporting Processes and Procedures 11-12 Assessment and Reporting Processes and Procedures

### Revision History

<b>Revision Date:</b>	<b>Status: (Draft/Final)</b>	<b>Summary of Changes</b>	<b>Prepared/Approved By:</b>	<b>Revision #</b>
Ratified December 2016	Final	Updated to include Scaffold LMS and refer to Victorian Curriculum More extensive information about F-10 processes and procedures. Internal changes to VCE processes. Whole school processes relating to awards. Whole school practices relating to lost work. Advice regarding record keeping.	Prepared by Education Committee and ratified by Advisory Board.	Updated 27/4/2018 C. Forbes A. Tulloch
Draft December 2022			Updated by Patricia O'Hara and Fiona Webster	Updated-Final 02/02/23

**Distribution:** Education Committee, Advisory Board, Staff



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