

Victory College

Primary and Middle College Assessment Policy

"¹⁶All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, ¹⁷that the man of God may be complete, thoroughly equipped for every good work." 2 Timothy 3:16-17

Definition:

Assessment is the gathering and analysis of evidence of student learning and achievement. As we believe that every student is unique and created in God's image, the information collected through assessment helps teachers to determine student strengths and areas in need of improvement. Teachers also use assessment information to adjust their instructional practices, adapt curriculum to meet the needs of all students, and evaluate the effectiveness of learning programs. Assessment considers knowledge, understandings, skills, and dispositions.

Philosophy Statement

- Teaching, learning, and assessment are fundamentally interrelated and interdependent; they are an integral part of the learning process.
- Students and teachers work in partnership to:
 - demonstrate their learning and understanding;
 - assess and reflect on their progress; and
 - identify specific strategies for working towards their potential.
- Assessment helps us identify the progress and needs of each student.
- Assessment identifies changes required to the learning program for each individual student.
- Assessment references identified skills that are critical for students' future success.
- Assessment is aligned with our educational philosophy and mission.

Assessment Principles

Assessment should be:

- valid, reliable, and consistent
- explicit, accessible, and transparent
- authentic in nature
- inclusive and equitable
- an integral part of program design relating directly to the program aims and learning outcomes
- manageable
- both formative and summative in nature
- focused on the promotion of learning, facilitate improvement, and provide timely feedback

Purpose:

The primary purpose of assessment is to improve student learning and guide students toward furthering their knowledge, understanding, skills, and dispositions.

College Responsibilities:

- articulate the definition of assessment to all community stakeholders
- determine how assessment data will be recorded and used to improve student learning outcomes
- create college-based assessment documentation that underpins all aspects of teaching and learning
- provide professional development opportunities on assessment practice to teachers and teacher aides
- ensure required assessment practices are consistently implemented by teachers

Teacher Responsibilities:

- develop assessment tasks that align with curriculum learning outcomes
- ensure assessment tools are valid
- ensure all assessment deadlines are outlined onto relevant year level Assessment Calendars
- share success criteria and/or QCAA standard elaborations with students and parents and ensure that this is well understood
- determine students' strengths and areas in need of improvement in terms of both academic and social development
- adapt assessment practices to meet the needs of all students
- design tasks that are authentic in nature and will allow students real-world experiences that they will meet in the future
- provide timely and ongoing feedback which is clear and useful to students
- explicitly teach students how to self-assess their own learning and social development and establish learning goals and strategies
- ensure that all work is submitted and that exemptions are only granted for extreme cases
- inform parents/guardians via email or phone call if an assessment has not been submitted by the due date and clarify that it is expected to be submitted the following school day or an agreed timing shortly thereafter
- provide students with overall assessment feedback within 14 days of their final submission or completion date
- inform parents/guardians via email or phone call if a student has not achieved a satisfactory overall result for any summative assessment task, outlining reasons why the task did not meet the expected criterion and how the student could improve moving forward
- ensure that no numerical deductions or grade penalties are applied to late work; lateness is to be noted in Work Habit indicators as a reflection of the process, rather than being applied as a penalty to academic achievement

Student Responsibilities:

- ensure all assessment tasks submitted are original work and all references used are acknowledged in accordance with the college reference expectations
- submit assignments on or before the due date by using the submission method requested by the teacher
- if aware of absence from school on the due date, the assessment task must be handed in prior to this day, if hard copies are requested
- if absent on the day of an exam, presentation or assessment submitted via hard copy due to unforeseen reasons, a note from home explaining the absence is expected
- reflect upon and identify their own academic and social strengths and needs
- reflect upon and identify strategies that improve their understanding and skills
- set realistic goals
- reflect upon their personal feedback as well as that provided by teachers and peers and make changes necessary to further their understanding
- track their own progress

Parent Responsibilities:

- support the college's assessment policy and expectations, and be aware of their child's progress
- support their child's learning by accepting where their child is at in the learning process
- attend parent-teacher conferences
- communicate initial concerns with their child's class teacher (primary) or relevant subject teacher (middle college)

Assessment Calendars are published each semester on the College website and emailed directly to parents twice per year.

Types of Assessment Used:

Pre-Assessment:

- is carried out before the learning starts
- helps teachers to understand what students already know and therefore need to know
- assists with planning the program of study
- is related to what students will be expected to learn in a unit of work

Assessment for Learning:

- is carried out by both teachers and students during the learning process
- helps teachers and students understand their progress
- provides immediate feedback to help improve students' learning
- is related to what students are learning in class at that time
- involves self-assessment, and peer-assessment

Assessment of Learning:

- to be carried out during a unit of learning or a period of education
- helps teachers assess how well students can apply the skills taught and demonstrate understanding of core concepts.
- assists in evaluation of the course content and teaching
- can measure a student's achievement against internal, and external standards (standardised assessment)
- can measure improvement against prior performance

Grading:

Victory College uses Synegetic as a means of recording student grades onto a centralised markbook system that is accessible to all members of staff. Teachers are expected to input grades and provide feedback to their students within two weeks after collecting student completed written tasks, projects, assignments, or examinations. The centralised markbook system used by Victory College is not accessible to students and parents.

Each subject area is responsible to assess student work in accordance with QCAA standard elaborations which are directly aligned with the Australian Curriculum. Assessed work in all core areas must also be moderated to ensure consistency, equity and quality control is maintained. Assessment tasks must include teacher feedback and may include peer feedback. In determining a final report grade, teachers use the collected summative evidence reported on Synergetic, along with their professional judgment of each individual student's progress, to accord a grade based on the student's level of academic attainment at the conclusion of a given semester. Students are also accorded indicators for various Work Habits on their report based on evidence gathered throughout the semester in question. Teachers are expected to employ a drafting process for all projects, essays and extended written/oral tasks that require preparation over time. While ongoing assessment feedback and conversations are encouraged during the drafting process, students may only submit one full draft for teacher feedback. Grammar, punctuation, spelling, and syntax errors should not be comprehensively circled, underlined or highlighted on a student draft; rather, such errors may be brought to the attention of the relevant student/s to identify and correct themselves before final submission.

Homework:

Homework consists of learning experiences assigned by classroom teachers to be done during non-instructional hours. Homework is given in order to complete, review, reinforce, apply, integrate, and extend classroom learning. Homework tasks form part of formative assessment evidence and is not to be used for summative assessment tasks or the generation of a numerical grade.

The purpose of homework is to:

- Assist students in achieving learning outcomes
- Enable students to assume responsibility for their own learning
- Extend and reinforce the in-school learning experience
- Share the responsibility with parents/guardians and students to ensure that it is an integral part of the learning.

Subject Leaders, Team Leaders, the Heads of Primary and Middle College, and individual classroom teachers are responsible for developing and communicating homework guidelines for all students at the beginning of each school year. The guideline may include information about:

- Purposes for which homework should be assigned
- Suggested time to be spent on homework each day at each grade level
- Reporting procedures relating to homework
- How homework will be monitored
- Special limitations regarding homework (e.g. Holidays, NAPLAN week, Camps);
- When and how it will be communicated to students and parents
- What will happen if a student does not complete assigned tasks.

Reporting

Reports:

- invite the student, parent, and teacher into a collaborative relationship
- are written in language that can be clearly understood by all audiences, including parents and other schools/institutions
- allow learning and student progress to be shared in a timely manner
- ensure parents are well informed about their child's progress
- involve parents as partners in a dialogue about their child's progress and the best ways to support their child to enhance his/her learning
- reference subject learning outcomes and criteria
- provide students with information that is meaningful to them and helps them to improve their own learning through the setting of appropriate learning goals

Reporting Requirements

- Achievement grades are based on student performance during the current academic semester
- Achievement grades are based on the professional judgement of the teacher and evidence collected through a variety of summative assessments
- Work Habit indicators are based on anecdotal data and other forms evidence to help form judgements
- Reports represent the learning of students
- Anecdotal comments should include targets for future learning
- Report comments must align with Victory College report writing guidelines

Modified Course (M)

- If a student is unable to successfully access the curriculum due to a lack of ability and/or prior learning, the curriculum outcomes/standards shall be modified
- All modified assessment tools must be developed in collaboration with the Learning Enrichment Team

Primary and Middle College reports are issued twice per year. These full semester reports are issued mid-year and at the conclusion of the academic year. These reports detail students' achievement, work ethic and include general, Mathematics and English comments in Primary and comments from Pastoral Care, Mathematics and English teachers in Middle College.

Parent-teacher interviews are held in March and July, as a forum for two-way conversation about student progress.

Review of the Policy: This policy will next be reviewed in January 2026.