

ASSESSMENT & REPORTING POLICY



Help for non-English speakers: If you need help to understand the information in this policy please contact the school on 98398800 / 97363650.

POLICY AT A GLANCE

At Yarra Hills Secondary College, our teaching is based on what students already know and need to know next, according to the Victorian Curriculum, so we continually check students' progress in learning by having them undertake regular formal and informal assessments.

There are a range of ways we do this, and assessment results and feedback are available to students and their families.

ASSESSMENT

What: Assessments can be in any medium and format (e.g. written, spoken, drawn, acted out) that allows students to demonstrate what they have learned in a unit of learning.

How: Assessments take many forms. They can be formal or informal, planned or spontaneous, brief or extended, and may either support students to improve over time or provide a final snapshot of learning.

When: Assessing student learning can be daily or weekly and at key points in the learning cycle (such as at the end of a unit of learning).

Results: Students can receive feedback on their learning either promptly during class, or periodically for more formal and planned assessments. They receive this feedback in class from teachers, peers or from their own review, which can be verbal, written or through demonstration. Teachers' review of formal assessment tasks are recorded and available on Compass, under Learning Tasks, and these are also accessible to families.

REPORTING

What and when:

- Continuous reporting: Results and feedback on Summative Assessments are available as they arise throughout the year.
- Progress Reports are shared towards the ends of Terms 1 and 3 on Compass. They provide a checklist-type snapshot of a student's learning progress and behaviours.
- Parent-Student-Teacher conferences are 10-minute conferences with teachers from each of a student's subject teachers occur twice per year, typically in early term 2 and late term 3, in person or online.
- Semester Reports are shared at the end of each semester on Compass, and include a detailed review of a student's learning progress in each subject.

Where they are: Compass platform, under the Reports and Learning Tasks tabs respectively, and Conference Bookings for Parent-Student-Teacher conferences.

Connecting policies and documents

- [Submission of learning tasks and assessments policy](#)
- [Senior School Guide \(2026\)](#)

POLICY IN DETAIL

1. Purpose
2. Definitions
3. Assessment
4. Reporting
5. Summative Assessments – Frequently Asked Questions
6. Other Assessments
7. Responsibilities for teachers, students and parents

PURPOSE

Yarra Hills Secondary College embraces a range of formative and summative assessment approaches designed to provide accurate, comprehensive and timely information on student achievement in respect to the Victorian Curriculum. The summative judgements made by teachers are based on common interpretation of learning outcomes and agreed assessment strategies. Assessment and reporting identify future direction, learning growth and exemplary performance, and where support and assistance is required.

The aims of assessment at Yarra Hills is for assessments to be:

- Of learning: be accurate, reliable and valid in measuring students' learning.
- For learning: checking students' learning progress to help students and teachers know what and how they are learning, and to help teachers adjust instruction as needed.
- As learning: where students use self-monitoring, reflection, and feedback to take ownership of their own learning. This encourages students to ask questions, understand what they know and can do, and use this information to plan their next steps toward meeting learning goals.
- Consistent in approaches across the college, and as applicable within subjects and student cohorts.

KEY TERMS

Assessment: is a process of gathering and interpreting information about a student's learning, knowledge, and skills to evaluate their progress and inform future instruction. It uses a variety of methods to measure a student's readiness, progress, and skill acquisition, helping teachers determine where a student needs more support or can be challenged further.

Formative assessment: is an ongoing, low-stakes evaluation that monitors student learning during the instructional process to provide immediate feedback. It helps teachers identify areas where students are struggling so they can adapt their teaching and helps students improve by targeting areas for improvement. They are typically not graded and are used to inform the next steps in learning.

Summative assessment: an evaluation of a student's learning that occurs at the end of an instructional period, such as a unit of learning or semester.

Diagnostic assessment: is an assessment that evaluates a student's prior knowledge, skills, strengths, and weaknesses at the beginning of a new unit of learning

Exam/examination: exams are Summative Assessments that give students an opportunity to show their learning from an extended period of learning, typically a semester. They are written (except in select VCE practical subjects), and done under 'exam conditions', which means they are supervised and there are strict requirements for materials that can be brought into the assessment, and for student seating and conduct.

Unit of learning (Years 7-10): is a planned, sequenced program of teaching and learning that covers a specific topic, theme, or set of learning outcomes for a defined period (usually 3 – 10 weeks).

Unit of Study (VCE): A unit of study is a semester-long course that is part of a larger subject. Most VCE subjects are made up of four units (Units 1, 2, 3, and 4), with each unit representing one semester of study. Students typically study Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12, though some students may complete Units 3 and 4 in Year 11.

Differentiated assessment: is an assessment that is changed to meet a student's point-of-learning-need. The process or product of the assessment may be changed, without altering what is being assessed or the expected level of learning.

Reasonable adjustment: actions taken to enable a student to access and participate in education on the same basis as their peers. Reasonable adjustments can be made to teaching instruction, mode or method of classwork and assessments.

Modified Assessment: is an assessment that is significantly modified, changing both what is being assessed and the expected level of learning.

Learning Tasks: are on Compass, and are used to make available to students and families the results and feedback from Summative Assessments.

School Assessed Coursework (SAC): School-Assessed Coursework. A school-based assessment that is graded and used to assess level of achievement, and which contributes to the determination of the satisfactory completion of a unit.

School Assessed Task (SAT): School-Assessed Task. An ongoing school-based assessment that is graded and used to assess level of achievement and contributes to the determination of the satisfactory completion of a unit.

ASSESSMENT

Assessment is a critical element in improving student learning outcomes. It is how teachers know what students have learned, what they next need to learn and to measure their success in helping them to learn. Assessment of student progress is most effective when assessment of student learning occurs at both a formative and summative level and in a timely manner.

Assessment can be formative or summative. Formative assessment provides an immediate check of learning, gives feedback to the student and teacher to plan the next stage of learning, and prepares students for success on summative assessment tasks.

Assessments measure students' learning against the Victorian curriculum Achievement Standards.

To make progress in learning, students must demonstrate development of the key knowledge and skills from the relevant learning area of the Victorian Curriculum. To establish learning achievement, teachers will use evidence obtained from a combination of:

- Diagnostics assessment
- Formative assessment
- Summative assessment (including exams)
- Learning activities
- Standardised testing

Assessments can be in any medium and format (e.g. written, spoken, drawn, acted out) that allows students to demonstrate what they have learned in a unit of learning. Assessments take many forms. They can be formal or informal, planned or spontaneous, brief or extended, and may either support students to improve over time or provide a final snapshot of learning. Assessing student learning can be daily or weekly and at key points in the learning cycle (such as at the end of a unit of learning).

Students can receive feedback on their learning either promptly during class, or periodically for more formal and planned assessments. They receive this feedback in class from teachers, peers or from their own review, which can be verbal, in written or through demonstration. Teachers' review of the formal assessment tasks are recorded and available on Compass, under Learning Tasks, and these are also accessible to families.

REPORTING

Reporting is a process whereby assessment information is communicated to help students, parents, carers and teachers make informed decisions about learning, by providing information about what students know and can do, along with recommendations for future learning.

- Continuous reporting (**Learning Tasks**): Results and feedback on Summative Assessments are available as they arise throughout the year. These can be found on Compass on the Learning Tasks tab. Learning Tasks show:
 - The assessment's title and due date
 - The date/time the task was submitted
 - The Performance level (Above standard, At standard, Below standard, Not Submitted, Not Assessed)
 - The learning level as per the Victorian Curriculum for that subject
 - Feedback from the teacher

- **Progress Reports** are shared towards the ends of Terms 1 and 3. They provide a checklist-type snapshot of a student's learning progress and learning behaviours. These can be found on Compass on the Reports tab. These can be printed and saved. Progress Reports use a 5-point scale – Excellent, Very Good, Good, Acceptable, needs Attention – to show progress in the following areas:
 - Learning Progress
 - Attendance
 - Punctuality
 - Effective use of class time
 - Brings materials to class
 - Completes set homework

And notes if there is any overdue learning work

- **Parent-Student-Teacher conferences** are 10-minute conferences with teachers from each of a student's subject teachers occur twice per year, typically in early term 2 and late term 3. These can be undertaken in person, or online.
- **Semester Reports** are shared at the end of each semester, and include a detailed review of a student's learning progress in each subject, and overall growth against Victorian Curriculum learning standards*. These can be found on Compass on the Reports tab. These can be printed and saved.

Years 7-10 Semester reports show:

- A summary of learning performance for all subjects according to the Victorian Curriculum, along with demonstrated growth since the previous report period.
- A report for each subject a student has undertaken in the semester, that shows:
 - A brief description of the learning in that subject for the semester
 - Class attendance, as a percentage, indicating the proportion of classes attended during the semester.
 - The Semester result:
 - S (Satisfactory): The student has met the expected level of achievement.
 - N (Not Satisfactory): The student has not met the expected level of achievement.
 - NA (Not Assessed): The student was not assessed this semester.
 - Victorian Curriculum Level
 - Assessment (Learning) Tasks: Student performance on assessment tasks is graded as follows: Above Standard, At Standard: Below Standard, Not Assessed, Not Submitted
 - Work Habits: Student work habits are evaluated with the following descriptors: Excellent, Very Good, Good, Acceptable, Needs Attention for Effort, Class Behaviour, and Completion of work.

- Feedback: where the teacher will make comments about your child's attitude and performance in the subject. This will typically include attitude and contributions; completion of class and home work; a task they performed well in as well as identifying areas for improvement in the next reporting cycle.

VCE Unit 1-2 Semester reports show:

- A report for each subject a student has undertaken in the semester, that shows:
 - A brief description of the learning in that subject for the semester
 - Class attendance, as a percentage, indicating the proportion of classes attended during the semester.
 - The results for the Unit Outcomes:
 S (Satisfactory): has met the expected level of achievement.
 N (Not Satisfactory): has not met the expected level of achievement.
 NA (Not Assessed): was not assessed this semester.
 - The results for the Assessment Tasks, as a letter grade A⁺ – UG
 - Feedback: where the teacher will make comments about your child's attitude and performance in the subject. This will typically include attitude and contributions; completion of class and home work; a task they performed well in as well as identifying areas for improvement in the next reporting cycle.

VCE Unit 3 Semester reports show:

- A report for each subject a student has undertaken in the semester, that shows:
 - A brief description of the learning in that subject for the semester
 - Class attendance, as a percentage, indicating the proportion of classes attended during the semester.
 - The results for the Unit Outcomes:
 S (Satisfactory): has met the expected level of achievement.
 N (Not Satisfactory): has not met the expected level of achievement.
 NA (Not Assessed): was not assessed this semester.
 - The results for the Assessment Tasks: S, N or NA (as above)
 - Feedback: where the teacher will make comments about your child's attitude and performance in the subject. This will typically include attitude and contributions; completion of class and home work; a task they performed well in as well as identifying areas for improvement in the next reporting cycle.

Note: There is no report for VCE Unit 4 (end Year 12).

How do teachers judge a Satisfactory or Not Satisfactory result?

In Years 7-10, an S is awarded when there is both:

1. Completion of a sufficient amount of set work/coursework and/or learning activities, and
2. Sufficient performance on Formative and Summative assessments

In VCE Units 1-4, an S is awarded when there is both:

1. Completion of a sufficient amount of set work/coursework and/or learning activities, and
2. Sufficient demonstration of knowledge and skills 'dot points' from the subject's study guide, on SACs/SATs.

VCE-VM Units 1-4, an S is awarded when there is competent completion of all hurdle tasks per topic/Area of Study.

Note: Students in all year levels with attendance below 80% typically struggle to successfully meet criteria #1 within the class time they are present for.

SUMMATIVE ASSESSMENTS

What are Summative Assessments?

Summative assessments are an activity undertaken by students that provides them an opportunity to demonstrate what they have learned by the end of a unit or semester. These assessments will be in a range of formats, and can be tests, essays, projects, or exams and other demonstrations. They check how well students have met the learning goals and provide a final grade or comment. This differs from formative assessment, which provides feedback while students are still learning.

Why are Summative Assessments important

Summative Assessments are of particular importance as they evaluate student learning at the end of a unit of learning, serving as a benchmark for achievement and providing data for reporting to students, parents, and educators. Summative assessments are important because they show what students have learned by the end of a unit of learning, semester or course. They help teachers, students and families understand how well learning goals have been achieved and guide planning for future learning. Our Summative Assessments ensure students' performance of learning is measured against the expected standards of learning in the Victorian Curriculum.

When do they occur?

Summative assessments typically come at the end of a unit of learning.

How many Summative Assessments are there?

The number of Summative Assessments per semester varies per subject, depending on how many lessons per week there are. A general guide to the number of Summative Assessments per semester is:

- 1 period subjects = 1 per semester
- 2-3 period subjects = 2-3 per semester
- 4 period subjects = 3-4 per semester
- Practical-based subjects = 2-3 per semester

What notice and guidance do students receive for Summative Assessments?

For Years 7-10, this will be available on Compass at least one week prior to the assessment. For Years 11-12, notice of the week that a Summative Assessment will fall in will be shared with them at the beginning of each Unit of Study, and then available on Compass at least one week prior to the assessment. When a Summative Assessment date needs to change after this is posted, a notice to students and families will be shared through Compass.

Do all students in the same subject do the same Summative Assessments?

Students will be assessed at their point-of-learning. Typically, this means they will undertake the planned assessment task, however reasonable adjustments and/or modifications will be made to the task for students as needed to reflect the learning, skills and knowledge they have gained through the unit of learning.

How do students receive results and feedback on Summative Assessments?

Students receive results and feedback in a range of ways, including annotated work, verbal feedback and/or conferencing with the teacher, written feedback, and/or a rubric, during class time. Students and their families can access results and feedback for a Summative Assessment through Learning Tasks on Compass – these show submission date, performance, learning level, and other feedback. Results and feedback on Summative Assessments are provided within 2 weeks of the submission/completion date.

What if a student performs below expectations, or does not meet requirements, on a Summative Assessment. And, what if a student doesn't submit a Summative Assessment?

In Years 7-10: There is an 'At Risk' process for students who perform below expectations, or who have not submitted or completed a Summative Assessment by the due date. See our [Submission of learning tasks and assessments policy](#) for details on the 'At Risk' process.

In the VCE and VCE-VM: See our [Submission of learning tasks and assessments policy](#), and the section, 'Procedures For Senior School Students – Years 11-12'.

When do students do exams?

Exams are a Summative Assessment.

- Year 9 students will sit exams at the end of Semester 2 in English, Maths, Science and Humanities.
- Year 10 will sit exams at the end of Semester 1 and 2 in English, Maths, Science and Humanities, and Semester 2 exam for Health.
- Year 11 students sit exams at the end of each semester in all subjects.
- Year 12 students sit practice exams at the end of Unit 4 (typically the end of term 3).

Special Examination Arrangements (SEAs) are made to accommodate students with inputted or diagnosed disabilities.

Other assessments

NAPLAN is the [National Assessment Program – Literacy and Numeracy](#), an annual assessment for Australian students in Years 3, 5, 7, and 9. It measures students' skills in:

- Reading: Assesses students' ability to understand and respond to various texts.
- Writing: Students are given a prompt to write a narrative or persuasive piece.
- Conventions of language: Tests spelling, grammar, and punctuation.
- Numeracy: Covers topics such as number and algebra, measurement and geometry, and statistics and probability.

The purpose and benefits of NAPLAN is to monitor student progress, support teachers and the school identify students' strengths and areas for improvement, and inform their teaching programs, and to help education authorities understand the overall performance of students across the nation.

Australian Council of Educational Research's (ACER) [Progressive Achievement Tests \(PAT\)](#) are adaptive assessments that we use for measuring our Years 7-10 students' knowledge, skills, and understanding in Maths and Reading. They provide detailed information that helps our teachers identify strengths/weaknesses and to track progress. They are objective and norm-referenced, and enable our teachers to guide individual learning journeys and map student development over time.

RESPONSIBILITIES IN ASSESSMENTS

1. The College: will support this policy by:

- Sharing to families and students a per-semester calendar that notes the units of learning, and their duration and Summative Assessment task where applicable.
- Holding Parent-Student-Teacher conferences each term, to provide an opportunity for students' learning progress and assessment results to be discussed.
- Ensuring common and consistent assessment approaches and practices across the college.

2.. Teachers

It is expected that teachers will adhere to this policy by:

- Being organised and meeting students' needs by
 - being aware of, and consistently implementing, assessment protocols and processes
 - undertaking regular Formative Assessment
 - setting suitably-designed assessments that
 - are engaging, aligned with the Victorian Curriculum requirements, and that facilitates learning growth for students from their point of need.
 - are, as relevant, consistent across each subject and cohort.
 - are varied, challenging, meaningful and related to classwork to suit students' learning needs.
 - provide options for reasonable adjustments.
 - are modified based on recommendations for students.
 - Providing feedback and support as per the At Risk process

Being timely:

- By posting Assessments as Learning Tasks at least one week prior to their submission date, and posting results within two weeks on task submission.

Being clear:

- Articulate high expectations and standards.
- Are explicit when communicating with students and parents / carers about the learning program, and about assessments and their student's results
- Providing clear guidance on the criteria for assessments.

2. Students

Students are expected to take responsibility for their own learning by:

- Being aware of the College assessment policy
- Be aware of and follow the Submission of Work Policy.
- Be aware of Homework Policy
- Working to achieve their personal best.
- Accepting responsibility for meeting assessment due dates, including completing work / assessment missed due to absence and negotiating extensions.
- Applying feedback to support learning progress.
- Seeking assistance when difficulties arise such as attending Homework Help.
- Organising their time to manage home obligations, participation in activities and sports, recreational and cultural activities and part-time employment.

3. Parents and Carers

It is expected that parents and carers will support the child by:

- Developing a positive approach to assessment and homework.
- Talking to teachers about concerns they have regarding assessments.
- Understanding the College reporting process and discussing reports with their child/ren.
- Attending Parent Student Teacher conferences and Ready to Learn interviews.
- Checking Compass regularly to note At Risk notifications, General Academic notifications, Learning Task comments.
- Support young person to manage home obligations, participation in activities and sports, recreational and cultural activities and part-time employment.