



## Assessment and Reporting Procedures

Antonine College is owned, operated and governed by the Maronite Antonine Sisters (MAS). The College operates with consent of the Melbourne Archdiocese Catholic Schools LTD (MACS).

This section sets out the steps that are taken at Antonine College, to adhere to the rules of the policy and achieve the policy purpose.

### 1. Methods used to assess student learning progress and achievement

- 1.1. Formative assessment (myriad of tasks and activities completed in and out of the classroom to provide information for teachers about student progress)
- 1.2. Summative assessment (exams, tests and a variety of other assessments)
- 1.3. Students with additional learning needs - assessment is differentiated to ensure all students are experiencing growth at their level.

### 2. Process for developing assessment tasks

- Teachers use backward planning to design assessment; engaging with the standards, developing a range of formative and summative assessment tasks and designing lessons to achieve standards.
- Assessment is guided by a rubric and moderated by teachers to ensure consistency and equity. Teachers complete moderation and evaluation forms after assessment is completed. This is to ensure equitable marking across classes and to continue a high level of integrity in each assessment.
- The Victorian Curriculum and VCAA standards, as well as the Religious Education Standards (MACs) are used as the basis for curriculum planning, delivery, assessment and reporting.
- Teachers complete a Unit Evaluation after a unit is completed to provide an opportunity for reflection and inform future planning.

### 3. Cycle of review of assessment practices and processes

#### 3.1 Student data

At Antonine College the information we systemically collect, communicate and analyse is used to further our knowledge and understanding and drive a whole College improvement agenda. This includes student learning and wellbeing outcomes.

#### 3.2 Identification of data

We are committed to continuous improvement that is guided by the explicit collection, analysis and discussion of data and we closely monitor students at the individual, class, cohort and group level to ensure all students are provided with learning experiences that optimise achievement.

#### 3.3 Collection of data (cycle, methods, storage)

We follow our College Data Plan and Cedar Testing Schedule to ensure consistent practices in the collection of data. Our SIMON Learning Platform hosts much of the data, as well as ACER and Essential Assessment data platforms. Cedar track students using a spreadsheet system, both Campuses have visible data walls in the staffroom and we have developed a culture of data usage across the College.

#### 3.4 Analysis of data

Regular staff meetings are used to analyse and evaluate the data collected to ensure teaching programs target the learning needs of the students and intervention is sought for students not achieving 12 months of growth for 12 months of learning.

#### 3.5 Interpretation of data

A range of data sources are used to ensure accurate tracking of student progress.



### 3.6 Use of data to inform teaching and assessment practices

Data is collected and analysed to support curriculum planning. Meetings at the beginning of the year focus on where students are at, and at the end of the year where they have progressed. Cedar Campus have assessment folders that are part of the end of year handovers. Data is analysed to ensure teaching programs are meeting student needs.

Included in our College Data Plan:

- Mid and end of Semester reports and NCCD reports (PLPs, Adjustments)
- PAT Reading and PAT Maths
- NAPLAN
- Fountas and Pinnel
- Year 12 results and exit data
- Essential Assessment
- EOI and MOI (Foundation - Year 1)

## 4. Reporting practices

### Formative & Summative Assessment

- Parents are encouraged to engage with their child's learning through our Parent Access Module (PAM). All assessment and class task scores (7-12) are uploaded, and parents view current and overdue learning and assessment tasks and feedback.
- Summative assessments are moderated by teaching teams. At Year 7-10 this includes assessment tasks (minimum two per subject per term and exams) and SACs and exams at VCE. Foundation to Year 6 are beginning to formalise through the SIMON Learning Areas feature more summative assessments that include a rubric and feedback to families.
- Two formal opportunities for parent/student/teacher interviews are conducted each year, and parents and teachers are encouraged to be in contact regularly throughout the year, by phone, email or online meetings.
- Antonine College provides formal reports at mid and end of Semester. All reports are presented in a manner that is objective, in language that is simple to comprehend and generally sensitive to the audience.
- Reporting at Antonine College ensures that students and parents will receive adequate indication of progress regarding: knowledge, skills, attitudes, work practices, social and personal development. In addition, the reporting process makes recommendations for student improvement.
- Parents and students have access to the Assessment & Reporting and Homework Policy and Procedure

## 5. Students with additional learning needs

### 5.1 Personalised Learning Plans

Personalised Learning Plans support students to achieve success in their learning. Goals are developed by teachers and with the support of the student and parent/guardian. This includes students who require extension from the curriculum being delivered and those who require support to achieve the curriculum being delivered.

<https://www.antonine.catholic.edu.au/learning-teaching/student-learning-support>

<https://www.antonine.catholic.edu.au/learning-teaching/antonine-high-achievers-aha>

Some students may require adjustments to support their participation in class. Teachers may be working with a student and communication to their family adjustments required to ensure positive and successful participation in class.

Some students may require differentiation to be supported or extended in the classroom. Teachers understand through the data collected and their knowledge of the students that there is a range of learning needs in the classroom. Providing differentiation meets of all students.

### 5.2 NCCD data

Schools must complete the Nationally Consistent Collection of Data on School Students with Disability (NCCD) every year. It counts the number of students who receive additional adjustments or "help" at school because of a disability. The NCCD helps governments plan for the needs of students with disability. School work together



with families to understand the needs of each child.

Students need different types of help at school. Some students need a little help sometimes while other students need a lot of help nearly all the time. The type of help given depends on the needs of the students. The help can include changes to school buildings or grounds (e.g. ramps or things like special desks or chairs), extra teacher help in classes, special learning programs, changes to the work they give the student or extra adult help.

## 6. Participation in national testing programs such as NAPLAN, PISA

As per our College Data Plan students routinely undertake national testing programs and the data collected is communicated to families and students and used to support whole school improvement agenda.

## 7. Senior secondary assessment and reporting policies, procedures and practices

Our VCE Handbook outlines the processes Antonine College follows to ensure the integrity of the VCAA program including VCE, VCE VM and VET subjects. <https://www.antonine.catholic.edu.au/learning/saint-joseph-campus-handbooks>

## 8. Year 7-12 Classwork & Assessment Tasks on SIMON

All Year 7-12 teachers are to implement the following guidelines in SIMON for Classwork and Assessment Tasks:

- Each subject should provide at least one Classwork task on SIMON per fortnight.
- Set the Due Date on SIMON for Classwork and Assessment tasks, with the End Date being for seven days after the Due Date (see image below).
- All submitted Classwork tasks should be marked numerically or listed as Satisfactory, Not Satisfactory or the relevant Competency. For Classwork a comment is not required but can be provided for feedback and direction for the student.
- All Assessment Tasks for Year 7-12 must be listed in the Learning Areas as a Subject Task – see below “Classes across this Subject” (not as “only this Class”)
- The results will automatically be included in the Semester Report when Include in Assessment and Reporting box is ticked (see image below).

1. Options 2. Details 3. Marking 4. Formal Criteria 5. Rubric 6. Resources 7. Submission

Submission Method:  
Upload

This task is available to:  
 Only this class  
 Classes across the subject

LT033A

Drafting:  
 Currently Allowed

Start Date:  All Day Due Date:  All Day End Date:  All Day ?

23 Feb 2024 26 Feb 2024 04 Mar 2024

- Once a Classwork or Assessment Task has been submitted in a subject, this submission should be recorded in SIMON as soon as possible to indicate the task has been submitted within the required due date by the student. If the task has the Submission Method - Upload – then this will automatically update when the student uploads



the task.

- All Classwork and Assessment Tasks should be corrected within two weeks of submission with feedback provided through the Assessment Task – rubric and comments.
- The rubric feature in Learning Areas should be utilized for most Assessment Tasks to ensure feedback is provided to students in an equitable manner.
- When Classwork or Assessment Tasks are not submitted by the listed End Date (one week after Due Date), this task then must be registered as N – Not Submitted within the Mark section of the Task. Please select to Include task when calculating Derived Task Statistics (as shown below) for any Assessment Task completed.
- A Curriculum Area Exemption is applied by a Learning Leader for situations where a student has an approved absence.

-- Please Select --  
Curriculum Area Exemption  
✓ N - Not Submitted

Include task when calculating Derived Task statistics. If included, the result for this task will be 0.

- After moderation of assessment tasks including completion of the Moderation and Evaluation Form, using SIMON statistics to compare Class and Subject averages, teachers are able to release results to students and save work samples in the relevant Topic Resources – Assessment folder.
- To prepare for reports one teacher per teaching team will need to create a Derived Task (Semester One Result or Semester Two Result) in Learning Areas. Tick the Assessment Tasks (including the exam) that contribute to an overall result. If this derived result is less than 50% on the Semester Report then the student will receive a Not Satisfactory for the the subject.
- It is recommended that all assessments (including the exam and modified assessments) that contribute to the derived score are ticked as equal weighting.

## 9. Year 7-12 Assessment Tasks

- It is expected that all students complete tasks by the Due Date
- Subject Teachers can grant assessment extensions when they are requested at least two days prior to the Due Date.
- If an assessment has not been submitted by the due date, one mark will be deducted via the rubric for each day it is late up to a maximum of five school days. Prior to this end date teachers need to provide opportunities for students to complete and submit the task. This may be through making available class time, attending a break time catch up session in Room 6 or the Library, contacting parents to support and encourage students at home. After the End Date the teacher is no longer obliged to request the assessment task.
- If an assessment is not submitted after the End Date has been reached then the task is registered as N - Not Submitted. A letter is sent to indicate to parents a possible N result for the subject. See Flowchart for further information regarding letters.
- The subject teacher is expected to be in contact with parents throughout the Semester via the Parent Teacher Interviews, email, phone or Seesaw to notify parents of successes and challenges and encourage parents to check in using PAM.
- Students who are caught plagiarizing or cheating may have to resubmit part of all of their assessment



**10. VCAA Guidelines on awarding a Not Satisfactory “N” Result**

1. Not Satisfactory VCE Unit Result:

A student receives an N for the Unit if one or more of the following are not achieved:

- The work does not demonstrate achievement of the outcome/s
- The student has failed to meet a school deadline for the assessment including where an extension of time has been granted for any reason, including special provision
- The student work cannot be authenticated
- There has been a substantial breach of rules, including school attendance rules. The N result is used when students only partially complete work or fall below the 90% attendance expectation.

2. Not Yet Satisfactory or Unit of Competency Result (VET)

- Students will receive an N when they have not yet demonstrated competence
- Students receive an N for a module when they have not yet demonstrated achievement of all learning outcomes
- Where a student has not yet satisfied sufficient units of competency/modules to be awarded a satisfactory completion of a VCE VET unit, the result is left blank

VCE and VCE VET teachers should follow the guidelines that are provided by the VCAA and the Antonine College VCE Handbook. VCE students must ensure they have a medical certificate to complete SACs they are absent from within the designated time frame stipulated by the VCE Learning Leader. The missed SAC cannot be completed during class time and must be modified so students are not advantaged by extra time. School policy is to keep SACs filed in Teacher Desks for up to one year (until April of the following year). If teachers would like to return SACs for revision or study, then a scanned copy can be created by Office staff and stored digitally.

**11. Flowchart Year 7-10**

Year 7-10 Assessment Flowchart – Updated January 2024		
Task	Required Subject Teacher Action	Parent Contact
Assessment Task	<p>Low Assessment Result (below 50%)</p> <ul style="list-style-type: none"> <li>• Subject teacher enters details in Social Behaviour – date of task, subject/class, details of task, action Learning Leader to generate letter (<b>Letter: Low Result in Assessment Task – Impending N</b>).</li> <li>• If possible, student can negotiate with Subject Teacher the possibility to resubmit for a 50% result.</li> <li>• If student reaches a pass standard for the resubmitted task, Subject Teacher updates the assessment result to 50% and selects Modified option and adds comment <b>Resubmission for Satisfactory Result</b></li> <li>• Subject teacher may consider adjustments and consultation with the Learning Diversity Leader.</li> </ul>	<p>Subject teacher to discuss low results with parent contact, particularly if there is repeated low results that may result in an N result overall for the subject - a letter needs to be sent.</p> <p><b>Letter: Low Result in Assessment Task – Impending N</b></p>
Assessment Task	<p>Non-Submission of Assessment Task</p> <ul style="list-style-type: none"> <li>• Subject teacher enters details in Social Behaviour – date of task, subject/class, details of task, action Learning Leader to generate letter (<b>Letter: Non-submission in Assessment Task - Impending N</b>).</li> <li>• Subject teacher to negotiate with student when they will complete the assessment (during class time, break time, at home, another lesson). Enter in Follow up notes in Social Behaviour.</li> <li>• If assessment is not submitted by the End Date a Non-Submission is registered in Learning Areas.</li> </ul>	<p>Subject teacher to notify parents prior to the end date via phone or email.</p> <p>If the assessment task is not submitted a letter is generated to parents.</p> <p><b>Letter: Non-submission in Assessment Task - Impending N</b></p>



		<ul style="list-style-type: none"> <li>If there are repeated non-submission the Subject Teacher may consider an academic or wellbeing identification referral form.</li> </ul>	
	Plagiarism	<ul style="list-style-type: none"> <li>Subject teacher enters student details in Social Behaviour.</li> <li>Student and Subject Teacher can negotiate with the possibility to resubmit before the End Date for a result.</li> </ul>	If the Subject Teacher feels it is necessary they can discuss concerns with parent contact.
	Student cheating on exam/test	<ul style="list-style-type: none"> <li>Teacher enters details into Social Behaviour</li> <li>Student to continue exam/test and teacher to identify questions under concern from cheating</li> <li>Meeting between student and Learning Leader</li> </ul>	Learning Leader to inform parents
Class Task	Repeated non-completion of class and homework tasks	<ul style="list-style-type: none"> <li>After the Subject teacher has made several attempts to engage a student in the following:               <ul style="list-style-type: none"> <li>Complete class and homework tasks</li> <li>Adjustments to tasks</li> <li>Parent contact</li> <li>Availability in Room 6/Library</li> <li>Extra assistance as needed.</li> </ul> </li> </ul> <p>The Subject teacher enters details in Social Behaviour – date of task, subject/class, details of task, action Learning Leader o generate letter (<b>Letter: Academic Progress Concerns – Repeated non-completion of tasks</b>)</p>	<p>Subject teacher to discuss concerns with parent contact.</p> <p>Multiple Behaviour Tracking entries for one student leads to a SIMON Letter being generated and contact made by the Learning Leader.</p> <p><b>Letter: Academic Progress Concerns – Repeated non-completion of tasks</b></p>
Semester Report	Not Satisfactory result for subject (less than 50%)	A Not Satisfactory is selected on the Semester report for Subject Result.	<p>Learning Leader to make contact with parents and student and if there are multiple Not Satisfactory results - a meeting will be necessary.</p> <p><b>Letter: Letter One – Academic Concerns Semester Report</b></p>

## 12. Flowchart VCE

1. Subject teacher creates SIMON Social Behaviour Incident	2. Details to include in Social Behaviour Incident	3. YLC to generate letter and SMS to go home.	4. Follow up	5. Follow up
<b>Assessment and Attendance Concerns - VCE</b>	<ul style="list-style-type: none"> <li>Date of SAC</li> <li>Subject</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Absence from a SAC</b></p>	Absence from a SAC	If medical certificate supplied to YLC, it is recorded in the follow-up notes. Subject teacher will receive this notification update.	<p>Subject teacher modifies SAC and places copy in YLC's pigeonhole.</p> <p>Supervised SAC Catch Up organised by YLC and completed after school.</p>



# ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE FOUNDATION - YEAR 12

	<ul style="list-style-type: none"> <li>Subject</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: VCE Subject Low Attendance</b></p>	VCE subject low attendance	YLC to follow up if absence is approved.	NA
	<ul style="list-style-type: none"> <li>Subject</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Low result in SAC</b></p>	Low result in SAC	NA	NA
	<ul style="list-style-type: none"> <li>Subject</li> <li>List incomplete coursework</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Impending N Result – Incomplete VCE Coursework</b></p>	Impending N result – Incomplete VCE coursework	Subject teacher to coordinate time with student to meet coursework requirements for a S result.	NA
	<ul style="list-style-type: none"> <li>Subject</li> <li>Low understanding of knowledge and skills</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Impending N - Low result in Coursework</b></p>	Impending N - Low result in Coursework	Subject teacher to coordinate time with student to meet requirements for a S result.	NA
	<ul style="list-style-type: none"> <li>Subject</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Impending N – Plagiarism in VCE Assessment</b></p>	Impending N – Plagiarism in VCE Coursework	Subject teacher to coordinate time with student to meet coursework requirements for S result.	NA
	<p><b>Breach of Rules during assessment</b></p> <ul style="list-style-type: none"> <li>Subject</li> <li>Incident details (timeframe and exact nature of the incident)</li> <li>Actions: Record what you did during and after the suspected breach of rule, include if you have marked the SAC paper.</li> <li>Yes – assistance required</li> </ul>	NA	Prior to a decision being made by the school, which results in a penalty being imposed, the student will be requested to attend an interview.	
	<ul style="list-style-type: none"> <li>Subject</li> </ul> <p>Click Assistance Required - YLC to generate <b>Letter: Unsatisfactory Coursework concerns-VET</b></p>	Unsatisfactory coursework concerns - VET	VET Coordinator to check in with student and liaise with VET course teacher to encourage student to meet coursework requirements for a Competent Result.	NA



### 13. Related documents:

- Curriculum Plan
- Assessment & Reporting Policy
- Homework Policy & Procedure
- Moderation and Evaluation Form
- College Data Plan
- Unit Planner Template
- Cedar Testing Schedule
- Year Level Handbooks