

AL-TAQWA COLLEGE ASSESSMENT & REPORTING POLICY (Foundation to 10)

A. PURPOSE

Al-Taqwa College (ATC) Assessment & Reporting Policy is drafted to ensure the following:

- A1.** ATC assessments will be consistently implemented every school year across classes, levels & courses which will facilitate a fair and accurate reporting of our students' achievements to parents.
- A2.** ATC Assessment Regime is rigorous and transparent and assessment data generated will be reliable indicators in
 - A2.1** determining if the college is delivering minimum requirements for student learning and student reporting as required by VCAA Curriculum Planning and Reporting Guidelines (December 2015), VRQA and meeting Education and Training Regulations.
 - A2.2** evaluating the delivery and quality of its Learning Programs in meeting student's developmental needs in accordance with college's mission and vision and Performance Indicators (KPIs) identified for the year for improvement.
- A3.** ATC Assessments facilitate college's reporting of student achievements to parents against the Victorian Curriculum Achievement Standards requirements, VCAA VCE-VET Study Designs & VCAL Outcomes and meeting VRQA Minimum Requirements on Student Reports.

To achieve the above 3 purposes the college has established a whole college Assessment Regime which is implemented as described below:

B. ATC ASSESSMENT IMPLEMENTATION

The college carry out the following assessments to collect a range of student performance data for analysis to inform school's Curriculum Strategic Planning and its annual review/audit of its Learning Programs for improvement:

B1. Diagnostic & Summative Assessments through Standardised Tests.

B1.1 The college carry out PAT Assessments and In-House Naplan Assessments every Academic Year (***ANR Appendix 1A: ATC Diagnostic Assessment Matrix***) to generate data to diagnose student performance for placement into school's special Learning Programs for example its **Selective Entry Enrolment Program (SEEP), identification of **Student At Educational Risk (SAER) for Transition Classes and to inform improvements to be made in Learning Programs in **Key Learning Areas (KLAs).******

B1.2 ATC Common Assessments and Semester Assessments (**ANR Appendix 1B: ATC Summative Assessment Matrix (F-6) & ANR Appendix 1C: ATC Summative Assessment Matrix (7-10)**) are level-wide assessments conducted for all students in each term and each semester respectively to generate student performance data for Student Reporting. Summative assessment data coupled with college's diagnostic data provide school with the means to ensure its student performance are on track and college's learning programs are meeting students' developmental needs.

B2. College's Summative Assessment Regime.

The college have put in place Assessment Processes, Procedures and Protocols to ensure college's summative assessments are conducted rigorously and consistently to ensure data generated are valid and accurate to facilitate accurate and fair reporting of student achievements for each semester. **Students (primary and secondary) taking "holiday leave" prior to the scheduled date for semester 1 and or semester 2 exams, including SEEP students, will not be permitted to sit either exam prior to the scheduled date set by the relevant department.**

B3. On-going Formative Assessments

Teachers are expected to conduct their own on-going class-based formative assessments to facilitate their ability to customise their classroom instructions according to their class students' development and progress. These will be reflected in the Key Learning Areas Unit Planners and teacher's weekly Chronicles.

B4. Roles & Responsibilities

It is the duty of all ATC staff involved in the administration of ATC assessments to read and be familiar with the college's **Assessment & Reporting Policy** and its assessment protocols & procedures.

This is to ensure their ability to carry out their roles effectively, professionally and in a coordinated manner. In addition, staff adherence will maintain school's reputation as an excellent Islamic School providing "Quality Education for Quality Life".

B4.1 Setting of Common Assessments & Semester Examinations:

B4.1.1 Teachers assigned roles as setters are to adhere to their KLA instructions and assessment guidelines when setting common assessments and semester examinations.

B4.1.2 They must also adhere to work timelines given (Refer to **ANR Appendix 2: Common Assessment & Semester Examination Work Schedule**) to ensure timely preparation for the reporting and conduct of termly common assessments & semester examinations.

B4.2 Marking and Moderation of Common Assessments & Semester Examinations

B4.2.1 All HKLAs are expected to put in place their own marking and moderation exercise routines & procedures for every Common Assessments & Semester Examinations conducted at each year level. These protocols & procedures must be communicated to department members (To be reflected in Department Agenda & Notes of Meeting – NOM) in a timely manner to facilitate effective coordination and implementation. HKLAs & Setters will use **ANR Appendix 3: Semester Examination Setters' and Vettors' Checklist & ANR Appendix 4: ATC Setters & Markers Examination Guidelines and Protocols** for quality assurance of this process at the college

B4.3 Administration of Common Assessments & Semester Examinations

B4.3.1 In the Administration of Semester Examinations every staff member must be familiar with **ANR Appendix 5 - Safe and Fair Conduct of Semester Examinations and ANR Appendix 6: Years 7-12 Student Examination Protocol**

B4.4 Analysis of Student Achievement Data in Common Assessments

B4.4.1 To facilitate a) Achievement of Student Learning Goals/Targets especially in an “**Area of Improvement**”, teachers are expected to do regular recording and analysis of their student performance especially during common assessments and examinations. **Note:** *SAER processes under ILP Coordinator & SEEP processes under SEEP Coordinator. However there are clear expectations that Coordinators & HKLAs will collaborate & work together as a team to ensure achievement of student targets and school's strategic goals in these programs.*

B4.4.2 To facilitate the above HKLA of each of the VC Learning Area will have the following documents set up to guide their teachers' implementation:

4.4.2.1 Common Assessments Year Overview

4.4.2.2 Detailed Year Level Details of Common Assessment Components to be reflected in Unit Planners under Stage 2 – Assessment of Learning Column

4.4.2.3 Common template (example excel format record of class assessments) for recording student achievement in Common Assessments to facilitate monitoring and student reporting

4.4.2.4 Specific instructions from HKLA to their teachers on procedure for collecting, recording & analysis of student achievement in common assessments, follow-up required and expectations

4.4.2.5 Department specific Routines & Work Schedule on Analysis & Follow-up of student Achievements and progress

C. ATC STUDENT REPORT IMPLEMENTATION

C1 From Foundation to 12 the school report student's achievement and progress through its Semester Student Reports twice a year in semester 1 and Semester 2. In addition, the school also provides 2 Interim Reports in Term 1 & Term 3 to all parents of

Years 7-12 students.

C2 Besides student reports, the school also conducts Parents Meet and Greet for its Foundation to 6 Parents in Term 1 and Parent-Teacher-Interviews for students of concerns in Term 1 for Years 7-12 and Term 3 for Foundation to 12. The school also holds Parent Information Nights for its Years 9 & 10 Students.

C3 For details on School-based Assessment Ratings please refer to SR Appendix 2: Parent Information Sheet on ATC Assessment Ratings and the Forward Section of ATC Student Semester reports.

RESOURCES

- Victorian Curriculum Content Descriptors and Achievement Standards
- VCAA Curriculum Planning and Reporting Guidelines (Dec 2015)
- VRQA School Registration Minimum Requirements
- SEEP Policy

TARGET AUDIENCE

- School Regulating Bodies
 - School Leaders & Teachers
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