

Senior Secondary Assessment Policy

At East Doncaster Secondary College we promote the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school and that regular feedback is provided to support learning growth and improvement.

The College offers both the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning) certificates as final years pathways for students. The responsibility for VCE and VCAL delivery and assessment is located with teachers. The VCAA Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study. Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. The Senior School Leader, Curriculum Leader, Coordinators, VCAL Coordinator and Learning Area Leaders are available to assist and advise students and parents regarding delivery, assessment and learning within VCE and VCAL.

Students will be provided with a clear written Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout each semester, assessment requirements will be clearly defined through written outlines and via Learning Task and SAC details provided on Compass. A SAC calendar will be available to students and parents to allow planning around these assessments.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. Teachers will give feedback to students designed to assist them to improve. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving, and guidance will be given to where improvements and challenges lie. There will be coherence between assessment procedures and teaching and learning. In each study there will be an interrelationship between the objectives of the study, its content, teaching strategies and the assessment. Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Learning Area Leaders, the Data Analysis and Student Learning Performance Coordinator, the Senior School Leader and Assistant Principal will all provide delivery planning and moderation/assessment support for teachers of all units. Past results Data Analysis sessions

will take place at the beginning of every year to ensure that there is a reflection about students' achievement (for both internal and external assessment) and teachers will regularly conduct moderation sessions where more than one class operates for any VCE unit. Teachers of single class studies will moderate with a teacher from another school.

The Senior School Leader and Data Analysis and Student Learning Performance Coordinator will provide past results Data Analysis sessions. For VCE teachers key documents will be VCAA previous years Result Data Analysis by study, in particular results. There will also be an analysis of this data and its alignment with GAT expectations for each student. By reflecting on student results and improving quality of delivery and assessment there is an improvement in teaching and learning.

All VCE and VCAL teachers will maintain up to date and accurate records of their delivery in each unit and careful, accurate records of assessment of student work (with their achievement levels according to the stated standards and competencies), including accurate records of the receipt of required work. Teachers will ensure that the moderation process is followed to ensure consistency of assessment across all classes. Teachers will also maintain accurate records of student attendance. All of this information will be recorded via Compass.

As a College student assessment data is tracked by the Student Learning Performance Coordinator and the Senior School team to ensure that students requiring support are identified and appropriate strategies and supports are put in place. Students' course selection data is also evaluated to assist in the allocation of programs and staff allocations.

VCE and VCAL can be a most demanding time for students as well as a time of great learning expansion and interest. The successful completion of the qualification requires a commitment in effort and time that is challenging to maintain. The College and teachers are committed to ensuring all students achieve success in their chosen pathway.