



Mount Lilydale Mercy College

Assessment and Reporting Policy

Implementation Guidelines

1. INTRODUCTION

1.1. Mount Lilydale Mercy College (MLMC) is a community committed to:

- 1.1.1. Promoting a shared understanding of assessment and reporting to all students, parents and staff
- 1.1.2. Providing feedback to students and parents on performance and progress
- 1.1.3. Monitoring student progress to identify student strengths, areas for improvement and to inform and plan for differentiated instruction
- 1.1.4. Ensuring consistency of teacher judgements
- 1.1.5. Using the assessment and reporting cycle to both inform and improve the learning and teaching cycle.

2. PURPOSE

2.1. The purpose of these implementation guidelines are to outline the College approach to monitoring, evaluating and reporting of student achievement and progress in a way that will enable future development and growth of the student.

3. ASSESSMENT TYPES

3.1. Three main forms of assessment used at Mount Lilydale Mercy College (MLMC) will be:

- 3.1.1. Diagnostic assessments to identify students' needs to determine future planning and teaching
- 3.1.2. Formative assessments to collect information about the on-going progress of students through the learning process and develop the self-assessment capabilities of students
- 3.1.3. Summative assessments to determine student achievement of learning outcomes at the conclusion of a unit of work.

4. REPORTING TYPES

4.1. The four main forms of reporting used by MLMC include:

- 4.1.1. Online Live Reporting – marks and feedback are uploaded onto SIMON within two weeks of a completed assessment, with parent access via the Parent Access Module (PAM).
([See Appendix A](#) for Progressive Reporting Protocols.)
- 4.1.2. Interim Reporting – are completed twice per year and are formative in nature providing feedback on initial student progress.
([See Appendix B](#) for Interim Reporting Protocols.)

- 4.1.3. Semester Reporting – are completed twice per year and are summative in nature providing feedback on overall student achievement for a given semester.

([See Appendix C](#) for End of Semester Reporting Protocols.)

- 4.1.4. Student Progress Interviews – occur twice per year and are intended to engage parents in meaningful communication about their child's learning needs.

5. ASSESSMENT COMMUNICATION

- 5.1. At the commencement of each semester, all students must be issued with a document outlining the assessment learning tasks to be completed, how the tasks will be assessed and the tasks due date. A calendar for each year level will be prepared by the Campus Learning Advisor.

6. GRADE SCALE

- 6.1. Summative assessment will include both numerical and written feedback. This will be provided using the MLMC Grade Scale. [See Appendix A.](#)

7. MEETING THE MINIMUM STANDARDS

- 7.1. All students at MLMC are required to meet the minimum standards as outlined below:
- Year 7 to 10 – attainment of 50% or above for each assessment
 - Scored VCE and VET Units 1 to 4 – attainment of 40% or above for each assessment
- 7.2. A flow chart of the process to be followed for students who are struggling to meet this requirement can be found in [Appendix D.](#)
- 7.3. For detailed information regarding students undertaking Units 1 – 4 please refer to the VCE Staff Handbook. Students attaining 40% or above will be awarded a Satisfactory (S) for corresponding VCE outcomes. Students who do not attain a Satisfactory for an outcome after the opportunity to complete a redemption task will be issued with a Pending Not-Satisfactory (N) Letter. The letter will be followed by ongoing communications by the College, guided by VCAA guidelines.

For students undertaking VCE-VM please see the VCE-VM Staff Handbook.

- 7.4. Ongoing monitoring of students not meeting the minimum standards will be regularly conducted by the Campus Director and Campus Learning Advisor and where necessary meetings will be held with families.

8. USE OF STUDENT DATA

All student performance and progress data provision and analysis will be the responsibility of the Student Performance Data Leader (SPDL).

8.1. Improving student outcomes

- 8.1.1. Student assessment and reporting data will be used to identify students who pose a progression risk promotions and to inform pathway selections.
- 8.1.2. Ongoing student progress data will be used to inform student progress, support, differentiation and accountability measures.
- 8.1.3. Student assessment and reporting data will be used to identify students for intervention and acceleration, including curriculum modification where required.
- 8.1.4. All student Personal Learning Plans (PLPs) to be informed by student performance data alongside other evidence.

8.2. Celebrating achievement

- 8.2.1. Student assessment and performance data will be used to determine Academic, Merit and Top Achievers Awards to ensure equity and accuracy of awards. These awards will be presented at Excellence Award Ceremonies, the Night of Excellence and the VCE Top Achievers Assembly.
- 8.2.2. Student assessment and performance data will be used to identify students eligible for accelerated programs e.g. LEAP, Higher Education Studies etc.

8.3. Improving teaching practice

- 8.3.1. Student assessment and performance data will be used as part of a suite of data to inform individual and collective improvement opportunities in learning and teaching practice.
- 8.3.2. Student assessment and performance data will be used as part of accountability measures in the domain of learning and teaching.

8.4. Ongoing review of data mechanisms

- 8.4.1. It is the responsibility of the Student Performance Data Leader (SPDL) to regularly evaluate the appropriateness and suitability of all reporting and data analysis tools used for review of student assessment, performance and progress data.
- 8.4.2. Where mechanisms are found to no longer meet the needs of the College, the SPDL will consult with the Deputy Principal - Learning and Teaching and the Director of Learning, alongside any other relevant staff members, to update existing systems and processes.

9. RESUBMISSION

- 9.1. Students are required to re-submit work or complete an alternative task if the submitted task does not meet the minimum standard. This will only be used to enable a student to reach a satisfactory level, it will not affect the initial grade given. Time granted should be no more than two weeks from the time the teacher returns the work to the student.
[See Appendix D.](#)

10. ENSURING CONSISTENCY OF TEACHER JUDGEMENT

- 10.1. To ensure consistency of teaching assessments, teachers are to follow the "Benchmarking Protocol and Guidelines for Years 7-11"
[See Appendix F](#)

11. COMPLETION OF ASSESSED LEARNING TASKS DUE TO ABSENCE

- 11.1. The process for the completion of assessed learning task are to be followed in the event a student is absent on the day an assessed learning task is completed or due. Please see [Appendix D](#) for more details.
- 11.2. To reschedule the completion or submission date for the task a valid reason is required. For students completing VCE or VET Units 1 to 4 this will require them to supply a medical certificate or other authenticated evidence and/or evidence of participation in an approved school activity. Please see the VCE Handbook for more details.
- 11.3. Please note that absence due to a family holiday does not constitute a valid reason for rescheduling.
- 11.4. When registering the non-submission of an assessment learning task please use the codes indicated in the Grade Scale document found within [Appendix A.](#)

12. LATE AND NON-SUBMISSION OF STUDENT WORK

12.1. Teachers must ensure the learning tasks are accessible to the students, so they can meet the task requirements. This means the consistent application of quality differentiated teaching practice (QDTP). Teachers must contact parents/guardians to communicate about incomplete/not submitted/below minimum standards summative tasks and discuss the way forward. The teacher-parent partnership is vital. While late work processes are vital, they can never replace the value of relationship with students and parents in the learning and task adherence. To reduce late and non-submission of student work:

- Student learning must be supported by differentiation, assistance, guidance, and coaching from the Subject Teacher.
- Parents are to be informed and partners in the process of task adherence.
- Staff must be supported by College protocols and operations

12.2. The procedure teachers are to follow for below minimum standards, late or non-submission of work is outlined in [Appendix D](#).

Principles of the procedure are:

- 12.2.1. Contact parent/guardian via phone (highly recommended), personal email or the LMS Email (use the “Notify Overdue” Button) system when a summative task is late or below standards. This sends a very clear message to parents and opens communication.
- 12.2.2. Enquire as to the reason why the work was not completed or below standards by the deadline with the student or parent.
- 12.2.3. Provide an extension date if relevant.
- 12.2.4. Then if work is **not** completed, or is below minimum standards by the extension date, set an Supervised Study Session (SSS). A SSS is only to be administered for noncompletion/below minimum standards of Summative tasks (*Unless it is a series of formative tasks/hurdle tasks that contribute to a Summative Task.)
- 12.2.5. If work is satisfactorily completed prior to the SSS, the SSS will still stand.
- 12.2.6. If the work is not completed or still below minimum standards after attending the SSS a non-submission is entered as a result, with a comment explaining the measures taken to support the student.
- 12.2.7. The college [Year level Leaders (YLL's) and Campus Learning Leaders (CLA's)] will follow up with students who have chronic non-completion rates.

13. ADJUSTMENTS AND SPECIAL PROVISION

(APPLICABLE FOR INTERNAL ASSESSMENT. SEE [APPENDIX E](#) FOR VCAA GUIDELINES FOR VCE SPECIAL EXAM AND ASSESSMENT ARRANGEMENTS)

13.1. A student will be considered eligible for adjustments and/or special provision based on the following:

- 13.1.1. NCCD category and diagnosis
- 13.1.2. Extended absence due to illness
- 13.1.3. Pastoral reasons.

13.2. The types of adjustments that can be provided include:

- 13.2.1. Differentiated and/or modified task
- 13.2.2. Extra reading time

- 13.2.3. Extra writing time
- 13.2.4. Negotiated due date
- 13.2.5. Use of a computer, scribe and/or assistive technology
- 13.2.6. Use of overlays

Please refer to the MLMC Special Provision Guides:

- Year 7 to 12 – [Appendix E](#)

14. AUTHENTICATION AND BREACH OF ASSESSMENT RULES

- 14.1. Measures should be taken to ensure the assessed work is the student's own and therefore they are not permitted to submit work that is not their own or has been submitted by another student in a different class. The most typical breaches of authentication include:
 - 14.1.1. Cheating – Bringing unauthorised materials into an assessment
 - 14.1.2. Plagiarism - Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or sources
 - 14.1.3. Collusion - Collusion is the presentation by a student of an assessment piece as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.
- 14.2. The strategies used by Subject Teachers to ensure that the work submitted belongs to a student includes:
 - 14.2.1. Sighting plans, drafts etc.
 - 14.2.2. Questioning students about the content of the work and ascertaining whether or not they are well versed on the topic
 - 14.2.3. Insisting on the use of the referencing system
 - 14.2.4. Asking students to complete tasks in class time
 - 14.2.5. Use the authentication feature in Google Classroom.
- 14.3. In the event that a teacher cannot authenticate the work of a student then the matter is to be referred to the Campus Learning Advisor and Campus Director. Where the College is satisfied that there has been a breach of authentication the student will be requested to attend a panel interview and may be required to complete a supplementary assessment task to demonstrate their understanding of the work.
- 14.4. The Panel will be chaired by the Campus Director and may include a combination of the relevant Faculty Learning Leader, Campus Learning Advisor and Year Level Leader. At all times, it is the responsibility of the Campus Director to convene the panel and communicate procedures to all parties involved. The Panel will investigate the matter and make a decision on it is to be resolved, including requirements and consequences for the student. The student and their parent/guardian will be notified in writing within 14 days of the Panel's decision of any course of action taken, including the possibility of a penalty being imposed.

15. RELATED POLICIES/DOCUMENTS

- Nil

REVIEW HISTORY

Version	Date Released	Next Review	Author	Authorised by:
2.0	June 2023	Nov 2024	Deputy Principal – Learning & Teaching	MLMC Executive

Version control added to policy commencing with V2.0 All previous versions are called 1.0 and have been archived and stored accordingly.

Appendix A - Progressive Reporting Protocol

Continuous online live reporting sees results and feedback entered online as assessment tasks are completed and marked. In doing so, students and parents can view these results once marked and loaded onto SIMON. This allows our students to constantly reflect on their progress, set goals and make improvements during the year. It also provides parents and caregivers with ongoing feedback as to how their child is progressing in a cumulative manner.

Expectations of Staff

- All Assessment Tasks are to be set up on SIMON at the commencement of each semester, no later than week 5. Faculty Learning Leaders are to coordinate this for their faculty and delegate this task out to team members.
- Once tasks are set up each staff member needs to amend due dates to ensure they are suitable for their own class. This is essential to ensure the accuracy of the information communicated to parents via PAM.
- On the day of an assessment the completion or submission of work needs to be entered into SIMON.
- All work needs to be assessed, scored and returned to the student, with written feedback within 10 days of completion of the task. In addition, the results and feedback comments are also to be entered into SIMON within the 10 working day assessment cycle.
- Staff are required to provide feedback on student work using SIMON. This feedback should highlight the following:
 - An aspect of the task that was completed well.
 - Areas for improvement
 - At least one strategy the student can use as they work toward improvement.

Formative Assessment Tasks completed in hard copy or through Google Classroom may include feedback in the form of a score, annotations, rubrics, comments or a combination of these. However, Summative Assessment Tasks scores and feedback comments are to be entered on SIMON, in keeping with these guidelines. Rubrics that reflect the level achieved as well as future learning goals, are strongly encouraged as they reduce the need for additional comments.

These comments are a necessary communication to parents and students about their ongoing progress and level of achievement. This practice ensures the integrity of the continuous reporting practice is upheld. Once this is firmly embedded in our practice, we will seek to move away from interim reports.

Years 7-10 Assessment Scale

Numeric Value %	Grade Equivalent	Performance Level Equivalent	Evidence of Learning
100 - 90	A+	Outstanding	<ul style="list-style-type: none"> At this level the student demonstrates an ability to transfer skills, knowledge and understandings in unfamiliar settings that go beyond what was taught during the topic. They are able to inquire, problem-solve or create new understanding. The student may go beyond what is given or expected, often demonstrating creativity and originality, reflecting critically to construct meaning. They apply skills, knowledge and understandings by theorising, predicting or hypothesising.
89 - 80	A	Excellent	<ul style="list-style-type: none"> At this level the student demonstrates an ability to transfer skills, knowledge and understandings in all aspects of the task. They are able to inquire, problem-solve or construct meaning. They apply skills, knowledge and understandings in a variety of settings, and as they do this they reflect, critically, question, problem-solve and communicate.
79 - 75	B+	Very Good	<ul style="list-style-type: none"> At this level the student is able to produce coherent work that shows an understanding of skills or knowledge in many aspects of the task. They construct meaning and synthesise knowledge and understandings to construct meaning.
74 - 70	B	Good	
69 - 65	C+	Satisfactory	<ul style="list-style-type: none"> At this level the student shows understanding or ability to use several aspects of the task but they are unintegrated or unlikely to address the key issue. There is evidence of understanding, showing a developing grasp of what is involved but are likely to include some retelling of a text or other source material with little transformation.
64 - 60	C		
59 - 55	D+	Developing	<ul style="list-style-type: none"> At this level satisfactory standard is achieved but improvements are required to enhance learning. The student demonstrates understanding of some basic concepts of the course.
54 - 50	D		
<50	UG	Does Not Meet the Minimum Standard Required	<ul style="list-style-type: none"> Ungraded. This grade will be used when the work submitted by the student does not meet the minimum standard required and/or there has been a breach of assessment rules eg. plagiarism, etc. At this level there is minimal level of achievement, with the student showing unconnected information with no organisation. The information provided might at times be relevant and correct but completely lacking in detail. It may indicate that extra support may be required to address

			individual learning needs, such as the student being on a 'substantially' or an 'extensively' adjusted program.
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Year 11-12 Assessment Scale (Scored VCE and VET)

Numeric al Value %	Grade Equivalent	Performance Level Equivalent	Evidence of Learning
100 - 90	A+	Outstanding	<ul style="list-style-type: none"> At this level the student demonstrates an ability to transfer skills, knowledge and understandings in unfamiliar settings that go beyond what was taught during the topic. They are able to inquire, problem-solve or create new understanding. The student may go beyond what is given or expected, often demonstrating creativity and originality, reflecting critically to construct meaning. They apply skills, knowledge and understandings by theorising, predicting or hypothesising.
89 - 80	A	Excellent	<ul style="list-style-type: none"> At this level the student demonstrates an ability to transfer skills, knowledge and understandings in all aspects of the task. They are able to inquire, problem-solve or construct meaning. They apply skills, knowledge and understandings in a variety of settings, and as they do this they reflect, critically, question, problem-solve and communicate.
79 - 75	B+	Very Good	<ul style="list-style-type: none"> At this level the student is able to produce coherent work that shows an understanding of skills or knowledge in many aspects of the task. They construct meaning and synthesise knowledge and understandings to construct meaning.
74 - 70	B	Good	
69 - 65	C+	Satisfactory	<ul style="list-style-type: none"> At this level the student shows understanding or ability to use several aspects of the task but they are unintegrated or unlikely to address the key issue. There is evidence of understanding, showing a developing grasp of what is involved but are likely to include some retelling of a text or other source material with little transformation.
64 - 60	C		
59 - 55	D+	Developing	<ul style="list-style-type: none"> At this level satisfactory standard is achieved but improvements are required to enhance learning. The student demonstrates understanding of some basic concepts of the course.
54 - 50	D		
49 - 45	E+	Limited	<ul style="list-style-type: none"> At this level there is minimal level of achievement, with the student showing unconnected information with no organisation. The information provided might at times be relevant and correct but completely lacking in detail.

44 - 40	E		<ul style="list-style-type: none"> It may indicate that extra support may be required to address individual learning needs, such as the student being on a 'substantially' or an 'extensively' adjusted program.
<40	UG	Does Not Meet the Minimum Standard Required	<ul style="list-style-type: none"> Ungraded. The student has not received a satisfactory grade for this task. <p>This grade will be used when the work submitted by the student does not meet the minimum standard required and/or there has been a breach of assessment rules eg. plagiarism, etc.</p>

Scale in SIMON - as it appears on reports	Descriptor
Work Not Assessed	<ul style="list-style-type: none"> Not Assessed. The student was absent for an extended period of time which resulted in them missing school for the duration of this task and it was not possible for the task to be rescheduled. Students completed a non-scored VCE program.
Work Not Submitted	<ul style="list-style-type: none"> The task was not submitted for assessment.
Absent on Due Date	<ul style="list-style-type: none"> The student was absent on the scheduled date of an examination or practical-based assessment task and no work was submitted. The student has supplied appropriate documentation to support this absence.
Satisfactory	<ul style="list-style-type: none"> Satisfactory achievement of VCE learning outcomes and LEAP.
Not Satisfactory	<ul style="list-style-type: none"> Has not satisfactorily achieved a VCE learning outcomes and LEAP.
Pending	<ul style="list-style-type: none"> The assessment has been completed and is awaiting grading.
Competent	<ul style="list-style-type: none"> The student has demonstrated competency in completing the VCAL or VET outcome.
In Progress	<ul style="list-style-type: none"> Completion of the outcome in VCAL or VET is in progress.
Not Yet Achieved	<ul style="list-style-type: none"> The student has not established competency in completing the VCAL or VET outcome.

Note:

- SIMON will report percentages for all assessment tasks from Years 7 to 12, including students on adjusted (modified) programs.
- Different evidence of learning criteria will be used to assess students on an adjusted (modified) program. The criteria used to measure the level of achievement will be communicated directly with families via SIMON.
- Students completing a LEAP subject in Years 7 and 8 will receive a descriptive report and formative feedback only.
- The use of Units 1 and 2 Grade Equivalent and Years 7 to 10 Performance Level Equivalent is for parent use only.
- A disclaimer is to be added to the feedback box of all Unit 3/4 subjects e.g. Unit 3/4 scores are subject to the VCAA moderation processes and may change in the final reporting of VCE study scores.

Summative Assessment Tasks

In this section a record of what students have achieved for each assessment task is recorded. The score is a record of achievement for a task marked out of 100. For Years 7 to 10 reports no overall grade for the subject is recorded nor is a S (Satisfactory) or N (Not Satisfactory) to be awarded.

Samples of how assessment tasks at yr 7-10 are displayed within Simon include:

Set up in Learning Areas	To appear on reports?	Correct Formatting
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Course Topic

MOUNT LILYDALE MERCY COLLEGE YEARS 7 TO 12 SEMESTER REPORTING

Years 11 and 12

Attendance

An attendance percentage will be recorded for both overall subject attendance per semester. This data will automatically be drawn from SIMON.

Course Description

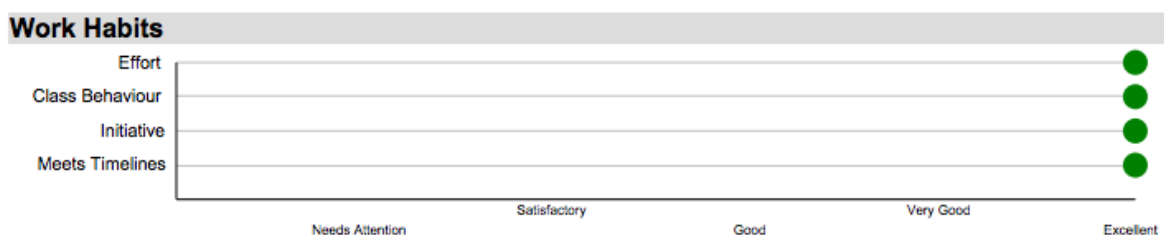
Summary of areas of study, concepts and skill students have learnt throughout the semester. Each subject needs to have a subject description.

Work Habits

Work habits are required for all academic subjects being undertaken by students in Years 7 – 10.

Work Habits	Scale
Effort	Excellent
Class Behaviour	Very Good
Initiative	Good
Meets Timelines	Satisfactory
	Needs Attention

A sample of how Work Habits are displayed within reports include:



Learning Tasks

In this section a record of what students have achieved for each assessment task is recorded. How this information is scored depends on whether the student is completing VCE or VCAL along with their year level.

VCE		VCAL	
Year 11	Year 12		VET
1. Learning Outcomes – Satisfactory / Not-Satisfactory 2. Assessment Tasks – Areas of Study – name, task and grade (as per p. 11) 3. Examination – grade 4. Semester Result – grade NB: There is the option of listing more than one task per area of study.	1. Learning Outcomes – Satisfactory / Not-Satisfactory 2. Assessment Tasks - Areas of Study – name, task and grade (as per p. 11) NB: There is the option of listing more than one task per area of study.	1. Learning Outcomes – Competent/ In Progress/ Not Yet Competent 2. Assessment Tasks – task name and grade (as per p. 11)	1. Units of Competency – Competent/ In Progress/ Not Yet Competent 2. For scored assessment : Assessment Tasks – task name and grade (as per p. 11)

Unit 1-2 VCE

Formatting set up by Faculty Leaders (via Ed)		
Learning Outcomes		
Outcome 1 - Title	*Title not required for Maths	Satisfactory/ Not-Satisfactory
Outcome 2 - Title	*Title not required for Maths	Satisfactory/ Not-Satisfactory
Unit Result		Satisfactory/ Not-Satisfactory

Set up in Formatting Simon	To appear on reports ?	Correct Formatting on the Report
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Course Topic

Semester Examination (20%)
Semester Result
Semester Result

78%

88%

Unit 3-4 VCE

Formatting set up by Faculty Leaders (via Computer Systems Manager)

Learning Outcomes

Outcome 1 - Title	*Title not required for Maths	Satisfactory/ Not-Satisfactory
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Outcome 2 - Title	*Title not required for Maths	Satisfactory/ Not-Satisfactory
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Unit Result	Satisfactory/ Not-Satisfactory
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Set up by teaching staff in Learning Areas

To appear
on reports?

Correct Formatting

Course Topic

Unit VCE 1-4 (Unscored)

Formatting set up by Faculty Leaders (via Computer Systems Manager)		
Learning Outcomes		
Outcome 1 - Title	*Title not required for Maths	Satisfactory/Not-Satisfactory
Outcome 2 - Title	*Title not required for Maths	SatisfactoryNot-Satisfactory
Unit Result		Satisfactory/Not-Satisfactory

Set up by teaching staff in Learning Areas	To appear on reports?	Correct Formatting
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Course
Topic

VCE VM

Formatting set up by Faculty Leaders (via Computer Systems Manager)	
Learning Outcomes	
Outcome 1 - Title	Satisfactory/ Not Satisfactory/ Pending
Outcome 2 - Title	Satisfactory/ Not Satisfactory/ Pending
Unit Result	Satisfactory/ Not Satisfactory/ Pending

Set up in Learning Areas	To appear on reports?	Correct Formatting
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Course Topic

VET (Scored)

Formatting set up by Faculty Leaders (via Computer Systems Manager)	
Learning Outcomes	
Outcome 1 – Title *year long Outcomes would be indicated as in progress in sem 1.	Competent/In Progress/Not Yet Competent
Outcome 2 – Title	Competent/In Progress/Not Yet Competent

Set up in Learning Areas	To appear on reports?	Correct Formatting
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Course
Topic

VET (Unscored)

Formatting set up by Faculty Leaders (via Computer Systems Manager)	
Units of Competency	
UOC CODE – Title	Competent/ In Progress/ Not Yet Competent
UOC CODE – Title	Competent/ In Progress/ Not Yet Competent

Set up in Learning Areas	To appear on reports?	Correct Formatting
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**Course
Topic**

Appendix B - Interim Reporting Protocols

Interim reports provide students and parents with feedback on progress at the commencement of each semester in the areas of subject knowledge, quality of work and the work habits displayed by students. The Interim Report marks student achievement across a range of criteria as being satisfactory or not satisfactory using either the Victorian Curriculum Continuum, VCE Outcomes or VCAL/VET Competencies as a basis for subject knowledge and skill.

Structure of Interim Reports

Parent Student Interviews

Interview Request	Invited or Required
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If a student has performed inconsistently or poorly when reporting on work habits then an interview required should be recorded on the interim report.

Attendance

An attendance percentage will be recorded for both overall attendance and subject attendance. This data will automatically drawn from SIMON.

Work Habits

Work habits are required for all academic subjects being undertaking by students at each year level.

Work Habits	Scale
Subject Knowledge	Very Good
Quality of Work	Good
Completion of Tasks	Satisfactory
Organisation	Inconsistent
Work Ethic	Poor

Learning Improvement Recommendations

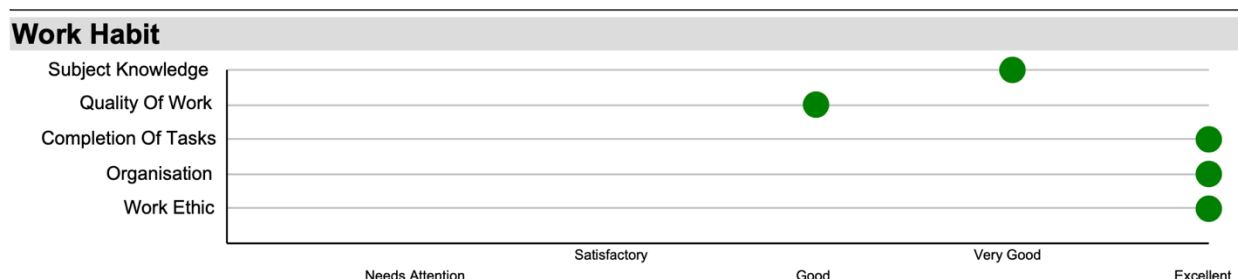
Below is the key that is to be used for entering learning recommendations.

Number	Descriptor
0	Continue Current Work Practices
1	Ask the teacher for more help
2	Extend subject knowledge by reading from a wide variety of resources
3	Complete more regular homework
4	Complete more regular revision of skills and content out of class
5	Further develop research skills
6	Be adequately prepared for class
7	Submit work on time
8	Check work more thoroughly
9	Complete all aspects of set tasks
10	Contribute more to class learning activities
11	Prioritise and plan academic requirements with other weekly demands
12	Modified program in this unit

Reminders:

- When accessing your interim reports for the first time, please check your class list. If a student is missing, please add them to the class list by using the Recheck Class List feature within SIMON. Please ensure that you also inform the relevant Campus Learning Advisor via email to ensure that relevant databases are also updated.
- All data, including work habits is entered using drop down menus.
- All students are to receive a minimum of one learning recommendation. The default is set to 'Continue current work practice'. If you retain this recommendation, then no other recommendation should follow.
- There is no maximum on the number of learning recommendations that can be entered for each student.

This is what a student report will look like:

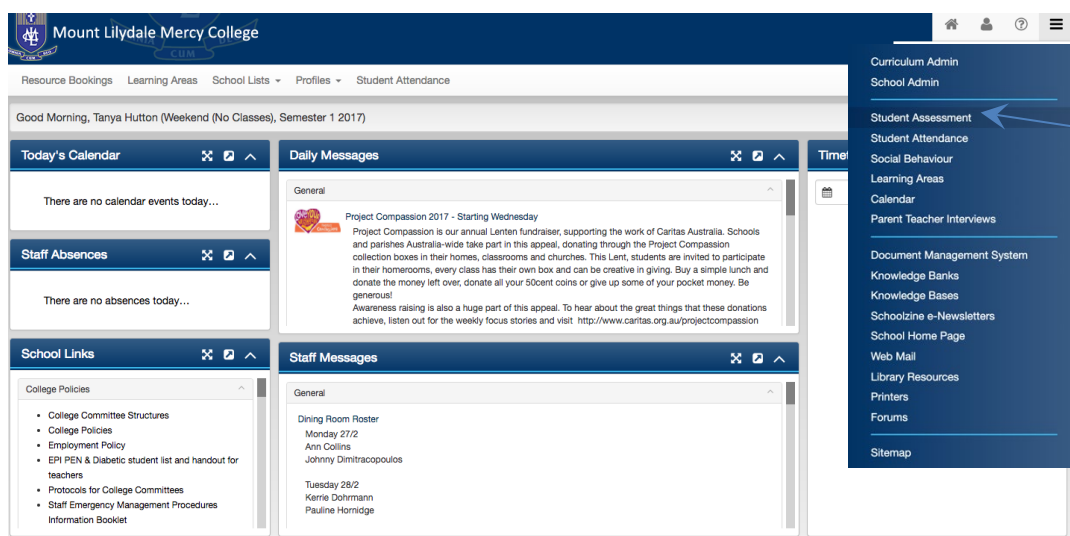


Learning Improvement Recommendations

- Extend subject knowledge by reading from a wide variety of resources
- Complete more regular revision of skills and content out of class

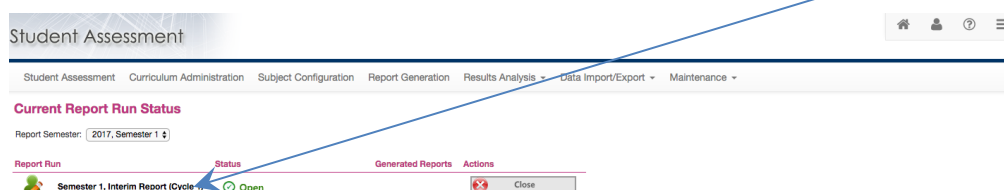
Accessing and Entering Data For Interim Reports

Follow the following instructions to enter student results into SIMON.

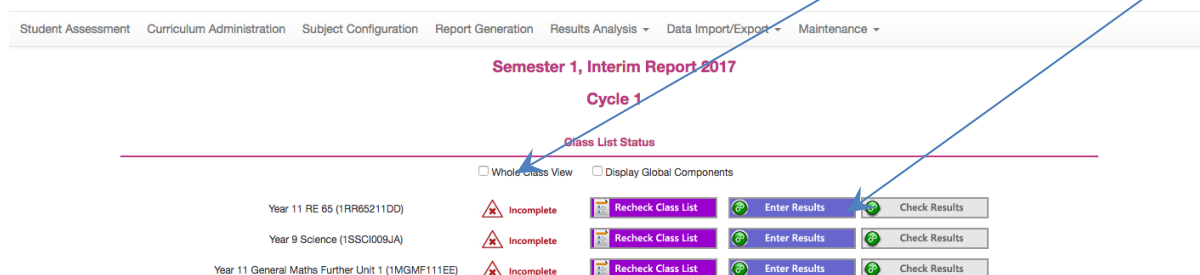


Click on the **hamburger** to open the drop down menu, then click on **Student Assessment**.

Then click on the **Interim Report**.



Then click on the **Whole Class**, for the selected class click on **Enter Results**.



Important Note:

Once you click the Enter Results button, make sure that you do not use the Back/Forward buttons or the Refresh button on the browser, and only use the provided navigation buttons. Using the Back/Forward and Refresh buttons will not save any data.

Pronoun Substitutions

The reporting system has inbuilt substitutions that will allow appropriate substitutions within the comment banks for both genders. They are listed and explained below:

Name - %N (will insert the name of the student). Remember %N's in the case where possession is required.

Subjective pronoun - %S (He, She) or %s (he, she)
Objective pronoun - %O (Him, Her) or %o (him, her)
Possessive pronoun - %P (His, Her) or %p (his, her)
Absolute possessive - %A (His, Hers) or %a (his, hers)
Bullet Point - %*

Below is a screenshot of what will appear when you go to enter the learning recommendations. Please note the way in which these are entered has changed. The reason behind this change is to ensure that parents can read these directly on PAM without the use of a key.

1 Report Run: Interim Report Report Run Cycle: Cycle 1 Class: Year 11 General Maths Further Unit 1 (1MGMF111EE)

Learning Improvement Recommendations					
Select Relevant Comments					
Continue Current Work Practices	Ask the teacher for more help	Read more widely in this subject	Complete more regular homework	Further develop research skills	Be adequately prepared for class
Yes					
Yes					
Yes					
Yes					

THIS SPACE IS BLANK

Appendix C - End of Semester Reporting Protocols

Years 7 - 10

Attendance

An attendance percentage will be recorded for both overall subject attendance per semester. This data will automatically be drawn from SIMON.

Course Description

Summary of learning areas, concepts and skills students have learnt throughout the semester. Each subject needs to have a subject description.

Achievement Standard

All students in Year 7 to 10 must receive a report using the below achievement standards. Directions for staff who teach students with special circumstances e.g. a student who is a school refuser will be emailed to the affected staff.

Indication of the achievement standard (Dot on Continuum) that reflects student performance. The Subject Teacher needs to make the decision according to STUDENT OUTCOMES both formal and informal related to the achievement standard progression point.

Achievement for English, Health and Physical Education, Mathematics and Religious Education must be displayed at a strand level. All other curriculum areas must be displayed at the curriculum area level. All subjects are required to report on a capability.

Teachers should refer to the progression point descriptors, for the relevant subject domain, distributed by the VCAA to establish whether a student has demonstrated competency at that level.

<http://victoriancurriculum.vcaa.vic.edu.au/>

UG	A student achieving in this range on all formal Assessment Tasks should receive BELOW STANDARD-LOW and will correlate to UNGRADED as a descriptor
40-49	A student achieving in this range on all formal Assessment Tasks should receive BELOW STANDARD and will correlate to UNSATISFACTORY as a descriptor
50-59	A student achieving in this range on all formal Assessment Tasks should receive AT STANDARD -LOW and will correlate to PASS as a descriptor
60+	A student achieving in this range on all formal Assessment Tasks should receive AT STANDARD and will correlate to SATISFACTORY as a descriptor
Students with Modified Assessment Tasks and Marked with * must be marked BELOW STANDARD for the applicable Progression Point to reflect the level of work completed.	

Students with modified assessment tasks must be marked below standard for the applicable progression point to reflect the level of the work completed.

If a student has met the "STANDARD" a score is to be inputted via a number at each level. e.g. Year 7 at "STANDARD" is 6.50 (see page 7 & 8 on progression points). This will place a "dot" in the appropriate position on the Continuum.

If a student has been identified at “ABOVE STANDARD” by progression points this will be indicated by inputting a higher number than standard eg: Year 7 at “ABOVE STANDARD” is 7.00. in Semester 1.

In knowledge-based progression standards teachers must ensure curriculum above the standard has been assessed on more than one occasion while a teacher’s professional opinion may be sufficient for skill-based progression standards.

To be “WELL ABOVE STANDARD” implies that a student is 6 - 12 months ahead of expected and extension work that demonstrates this “Well Above Standard” skill or knowledge must be provided for the student to be awarded this result. To be awarded “Well Above Standard” approval must also be gained from the Head of Faculty as per differentiated curriculum arrangements.

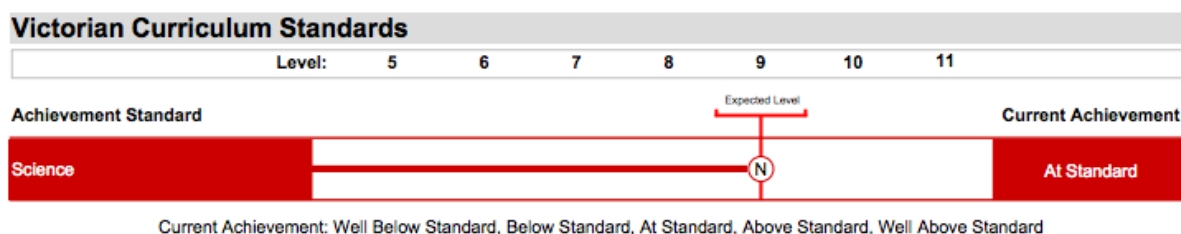
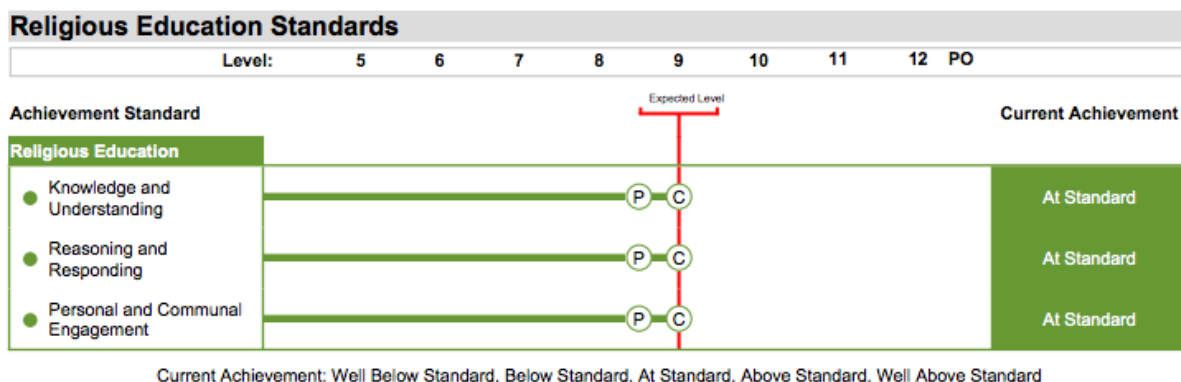
Descriptive Reports will be completed for students completing, LEAP subjects and Literacy and Numeracy at Years 7 & 8.

Reports with Comments

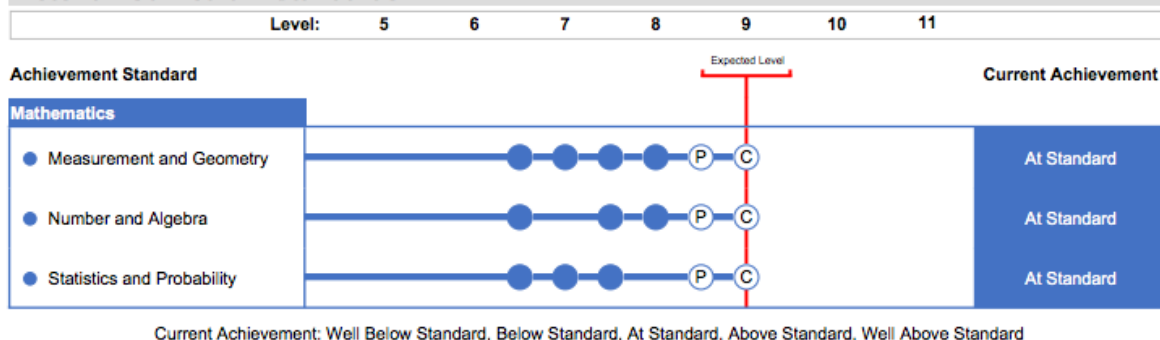
The following reports require comments:

- Year 7-12 Pastoral Care Reports
- Year 7 - 8 Literacy
- Year 7-8 Numeracy
- Years 7-8 LEAP
- Year 9 The Rite Journey

Samples of how achievement standard ratings are displayed within reports include:



Victorian Curriculum Standards



Victorian Curriculum Standards Legend:

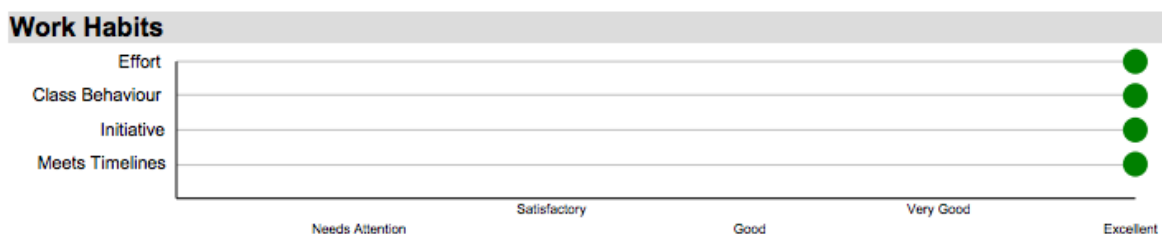
- Historical Judgement
 - Ⓟ Previous Judgement
 - Ⓒ Current Judgement
 - Ⓝ No Progression since Previous Judgement
- Expected Level of Achievement
- A student is considered "At Standard" if they are at the expected level or within six months of reaching the expected level.

Work Habits

Work habits are required for all academic subjects being undertaken by students in Years 7 – 10.

Work Habits	Scale
Effort	Excellent
Class Behaviour	Very Good
Initiative	Good
Meets Timelines	Satisfactory
	Needs Attention

A sample of how Work Habits are displayed within reports include:



Learning Recommendations

Below is the key that is to be used for entering learning recommendations.

VCE – Units 1 and 2

Learning Recommendations	Scale
Subject specific	Continue current work practices
	Additional work required
	Significantly more work required

VCE – Units 3 and 4

Learning Recommendations	Scale
Subject specific	Continue current work practices
	Additional work required
	Significantly more work required

VCAL – Units 1 to 4

Learning Recommendations	Scale
Develop effective research skills	Continue current work practices
Utilise proofreading and drafting	
Use appropriate interpersonal skills	
Utilise time management	Additional work required
Displays positive work attitude	
Seek teacher assistance	
Prepare and rehearse oral activities	Significantly more work required
Use equipment appropriately	

VET – Units 1 to 4

Learning Recommendations	Scale
Participate in class activities	Continue current work practices
Use appropriate interpersonal skills	
Relate theory with practical application	
Team work that contributes to productive outcomes	Additional work required
Improve self-management and organisation	
Problem solving that achieves productive outcomes	
Improve time management	Significantly more work required
Make reference to task criteria	

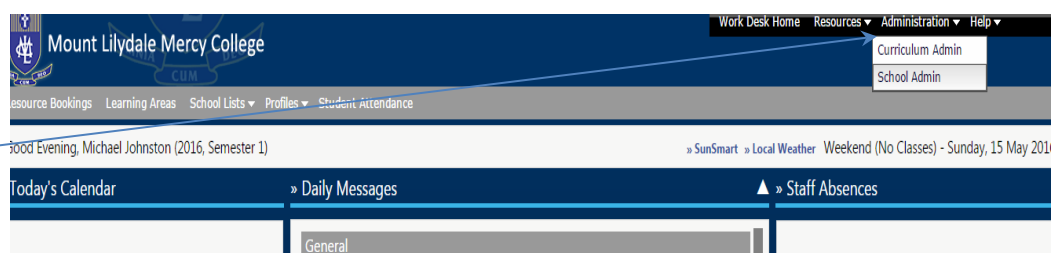


MOUNT LILYDALE MERCY COLLEGE YEARS 7 TO 12 SEMESTER REPORTING

Entering Results – Work Habits, Learning Recommendations & Comments

Follow the following instructions to enter work habits, learning recommendations and comments into SIMON.

Click on
Administration and
then **Curriculum
Administration**



Click on
Assessment

Curriculum Administration

[Course Descriptions](#) [Assessment](#) [Data for Student Learning](#) [Parent Teacher Interviews](#)










Click on the
appropriate **Semester
Report Cycle**

Student Assessment

[Student Assessment](#) [Curriculum Administration](#) [Subject Configuration](#) [Results Analysis](#) [Data Import/Export](#)

Current Report Run Status

Report Semester: 2016, Semester 1

Report Run	Status	Generated Reports	Action
 Semester 1, Academic and Merit Semester 1 (Cycle 1: Semester 1)	 Open	 View Report Archive	
 Semester 1, Interim Report (Cycle 1: Term 1 2016)	 Closed	 View Report Archive	
 Semester 1, Semester Report (Cycle 1)	 Open	 View Report Archive	

Semester 1, Semester Report 2016

Cycle 1

Class List Status

☒ Whole Class View ☐ Display Global Components

Year 12 Economics Unit 3 (1HECO312AA)

Incomplete

Recheck Class List

Enter Results

Check Results

Important Note:

Once you click the Enter Results button, make sure that you do not use the Back/Forward buttons or the Refresh button on the browser, and only use the provided navigation buttons. Using the Back/Forward and Refresh buttons will not save your data.

Save & Exit

Report Semester: 2016, Semester 1 Report Run: Semester Report Report Run Cycle: Cycle 1 Class: Year 12 Economics Unit 3 (1HECO312AA)

Work Habit

Effort

Class Behaviour

Initiative

Meets Timelines

Fill Down

Fill Down

Fill Down

Fill Down

Biggin, Patrick (Yr: 12, Hrm: 12JA, Hse: FR)

Excellent

Excellent

Excellent

Excellent

Cachia, Abbey (Yr: 12, Hrm: 12WH, Hse: FR)

Very Good

Excellent

Excellent

Excellent

Czislowski, Nicholas (Yr: 12, Hrm: 12BL, Hse: RY)

Excellent

Excellent

Excellent

Excellent

Ford, Caitlin (Yr: 12, Hrm: 12GB, Hse: FD)

Very Good

Excellent

Excellent

Excellent

Remember - continually Save your work

Work Habits – All Year Levels

Learning

Recommendations – Year 11 and 12

Save & Exit

Report Semester: 2016, Semester 1 Report Run: Semester Report Report Run Cycle: Cycle 1 Class: Year 12 Economics Unit 3 (1HECO312AA)

Learning Recommendations

Semester LR 1

Semester LR 2

Semester LR 3

Fill Down

Fill Down

Fill Down

Fill Down

Biggin, Patrick (Yr: 12, Hrm: 12JA, Hse: FR)

Excellent

Excellent

Excellent

Excellent

Cachia, Abbey (Yr: 12, Hrm: 12WH, Hse: FR)

Very Good

Excellent

Excellent

Excellent

Czislowski, Nicholas (Yr: 12, Hrm: 12BL, Hse: RY)

Excellent

Excellent

Excellent

Excellent

You have the choice of individual entry or Fill Down



MOUNT LILYDALE MERCY COLLEGE PASTORAL CARE REPORT GUIDELINES

Introduction

Pastoral Care Reports written by the Homeroom Teachers should be constructive, affirming achievements and excellence. Should comment on attitudes and values being developed, from a pastoral perspective, and on each student's contribution to the general life and activities of the College in the Mercy Tradition of Education.

Rationale

The purpose of writing a Pastoral Care Report for a student in your Homeroom is to communicate to the parents how their child is achieving at school, both academically and socially. Whilst each Subject Teacher will detail how the student is succeeding with assessment tasks, due dates, homework, etc it is the role of the Homeroom Teacher to tie all these details together **in a global statement that supports what the teachers are saying**, but also completes the entire social picture of that student. As Homeroom Teachers, we represent the link between a student's home and school life, and it is up to us to effectively communicate to the parents what we see at school.

The Pastoral Care Report is comprised of three sections. The first section lists the class attendance, homeroom observations and a pastoral care comment.

Attendance

The number of days a student has attended homeroom will be recorded, this data will automatically be drawn from SIMON.

Homeroom Observations

Homeroom observations are required for all pastoral care reports.

Work Habits	Scale
Shows respect for others / Relationships	Excellent
Punctuality	Very Good
Wears uniform correctly	Good
Attendance	Satisfactory
Contributes positively to Homeroom activities	Needs Attention

The criteria for commenting on Homeroom attendance is as follows:

- Excellent = 90 to 100%
- Very Good = 80 to 89%
- Good = 70 to 79%
- Satisfactory = 51 to 69%
- Needs Attention 50% or below

A sample of what this looks like on a report has been included below.

HR Attendance

Total Class Rolls: 89	Attendance Percentage: 86.82%	(Based on minutes present not class counts)
-----------------------	-------------------------------	---

Homeroom Observations



Pastoral Care Comment

The second section of the Pastoral Care Report requires a written comment from the Homeroom Teacher. Progression point comments that appear on the reports should only be referred to in the written section if the result falls below GOOD.

The following list of ideas should help you in completing your Pastoral Care reports so as to achieve these aims.

(i) Comment on at least four of the following categories:

- Subject result summary;
- Attendance if the percentage is 50% or below;
- Leadership;
- Uniform/personal presentation;
- Homeroom responsibility;
- Response to Pastoral Care time;
- Participation in school activities – a list of College Colour Awards can be generated for each Homeroom.

(ii) Positive comments include:

- It is pleasing to note that Mark is always punctual;
- We note Michael's well-groomed appearance;
- Sally willingly participates in all Homeroom duties;
- Beth is to be congratulated for her 100% attendance this semester.

(iii) Less positive remarks must be qualified by a comment. For example:

- There is a concern that Ingrid's absences of fifteen days this semester may have affected her academic progress;
- Martin needs to be reminded of his responsibility for Homeroom duties.

(iv) After reading the subject reports, you may wish to acknowledge the academic progress of the student.

For example:

- Elise is to be congratulated for her excellent subject results;
- It is clear from Ben's subject reports that more effort needs to be put into organising a homework timetable.

(v) Participation in school activities can be noted positively. For example:

Jason/Natalie is to be commended for his/her participation in:

- school trips/excursions/Reflection days/Retreats;
- debating/Debutante Ball and Social Justice activities;
- assemblies;
- Mercy Day;
- subject activity weeks/events/carnivals;
- band/choir/performing arts



- interschool teams;
- SRC/Peer Support/Student Leadership & Prefects
- work experience/LIFE Program

A good way of finding this information is to get the students to write out a list of all activities they are involved in. Homeroom Teachers can use **Pastoral Report Activity Sheet** to collect this information (see sample attached on page 22) and copies of this sheet will distributed to all Homeroom Teachers.

(vi) Non-participation must be noted (if there is an unsatisfactory reason).

For Example:

- It is noted that Sean failed to attend Mercy Day in September.
- It is noted that Susie did not attend either of the two school carnival days this semester.

(vii) Do not comment globally on a student's character, but rather on some specific aspects of it.

For Example:

- 'Ethan is a wonderful help in homeroom and enthusiastically supports the activities that have been organised' rather than 'Ethan is a good student'.
- You may use a student's familiar name **Susy** rather than **Susan** in this Pastoral Care comment because it suggests that you know the child and call her regularly by the name she prefers.

LIST OF LEVEL ACTIVITIES

Year 7	Year 9
Homeroom Challenges (banner, classroom decoration, homework, sport)	McAuley Captain applications / interviews
"Step Forward" Leadership - a leadership program - 8 week course on a Saturday morning run for Class Captains & Vice Captains.	Homeroom Challenges
Auslan signing - Auslan signing is a program where the students learn signing for the deaf	Summit Camp – Term One
Fundraising (Various organisations)	DAV Debating
Communication Committee -Year 7 Vice Captains and others	Get Real / Get Involved Day – term 3
Year 7 Camp	Social (Term 3)
Taming the Butterflies	Assembly participation
Ministry Lounge Participation	Peer Support Applications (December)
Mercy Day Banner – Semester II only	Chess Club
Premier's Reading Challenge	Premier's Reading Challenge
Mercy Day Stalls	Mercy Day Parade
Participation in Class Liturgies	Year 9 and Friends Concert - Sem II only
Dance Club	Various voluntary assistance
Chess Club	Participation in Class Liturgies
Organisational Skills Competition	Bunjil's Nest Day – Term 4
Multimedia Presentation	Mental Health Project
Tournament of Minds	EISM Sports Teams
Frayne Speech Festival	Fundraising
House Celebration Day	Tournament of the Minds
	Homeroom Sports Challenges such as Volleyball (Term 1); Netball / Basketball (Term 2); Indoor Soccer (Term 3) and Indoor Hockey (Term 4)
	Tournament of Minds
	Frayne Speech Festival
	House Celebration Day

Year 8	Year 10
Homeroom Challenges (banner, classroom decoration, bullying board, Orienteering Board, Planner, Homework, Sport & Social Boards)	Future Focus day
Orienteering Day- Team work	Peer Support
Anime Club	Work Experience Program
Coolock Committee	Voice Choir
Leadership Program (class captains)	Social Justice & Outreach activities
Foster Child Fundraiser	Keys Please program
Social	LIFE Program
DAV Debating	EISM Teams
Painting project- Canvas paintings	Premiers Reading Challenge
Chess Club	Tournament of Minds
Day of Hope – Motivational Day	Frayne Speech Festival
CyberBusters Presentation	House Celebration Day
Guest Speakers - Presentations	
Mercy Day Stalls	
Participation in Class Liturgies	
Tournament of Minds	
Assembly Participation	
Year 8 Seminar Day	

Frayne Speech Festival	
House Celebration Day	

Year 11	Year 12
Yellow Ribbon	RE Seminar Days (compulsory) attendance and involvement
Year11 Seminar Program	Retreats
Debutante Ball	Class Captain/ Prefect position
St Vinnies Sleepout	EISM involvement
EISM involvement	Cross Country
Retreats	Swimming sports
Class Captain	Athletics involvement
Cross Country	Touch Footy
Swimming Sports	Maths Club
Athletics	Open Day
Touch Footy	Subject revision classes
Elevate Learning Forums	DAV Debating
Subject Revision Classes	Social Justice
DAV Debating	- Catherine's Café
	- Breakfast Club
	- Fundraising
	Winter Sleepout
Frayne Speech Festival	Social Justice
House Celebration Day	- Catherine's Café
	- Breakfast Club
	- Fundraising
	- Winter Sleepout
	- House Celebration Day
	Debutante Ball

General	
Musical	Chess Club
Play	Video Game Club
Sport	LOTE Week activities
Debating - DAV	Transition Evening - Term 2
Mercy Day	College Community Mass
House Performing Arts	Choir
Mercy Idol	Special Persons Day – Term One
Battle of the Bands	Tree Planting Day
Parade – Mercy Day	Social Justice
Athletics Carnival	Fundraising
Swimming Carnival	Frayne Speech Festival
College Band	World's Greatest Shave
Weight Lifting	Maths Club
Knitting Club	Homework Club
Homeroom Banner	Cross Country Carnival
EISM Sports	Netball Championships Team
Lunchtime Prayer Participant	Lunchtime Concerts
Kool Skools	Tournament of Minds
Catherine's Cafe	House Celebration Day
Breakfast Club	

SAMPLE OF PASTORAL CARE COMMENTS

Pastoral Care Comment

Emma is an enthusiastic, positive and punctual member of the home room who has always presented herself in a neat and tidy fashion. Earlier in the year Emma was nominated for the role of class captain and even though she missed out she was still willing to volunteer to help. One example of this affirmative approach was her readiness to become a reader for the year level mass. During the retreat Emma was a keen participant in all the activities and reflective moments and she was always ready to listen to the stories of others in an honest and sympathetic way. Emma has a bubbly personality with a constructive attitude which has had a beneficial affect on her closest friends and the class as a whole. I congratulate her on her efforts and look forward to her involvement in the upcoming social justice project in helping the people of Tigray.

Pastoral Care Comment

Jonathon is a quiet, friendly and valued member of 11 Blue who is extremely reliable and punctual in his homeroom attendance. He is a fine young gentleman who is always polite and cheerful in his dealings with his peers and his teachers. Jonathon participated in EISM Sport, representing Mount Lilydale in the Senior Boys Golf team. Jonathon's participation and contributions to our homeroom retreat were appreciated, as was his positive attitude. Well done, Jonathan.

Pastoral Care Comment

Philip is a reliable and responsible member of the homeroom and has made positive contributions to all class activities. His easy going and caring nature have made him a popular member of our Homeroom who has developed a good network of supportive friends. Philip was a co-operative and supportive student at the Year 11 Retreat held at Jumbunna Lodge Launching Place and his contribution during the many sessions was valued and much appreciated. He participated in the "Well Being Day" workshops which was held in mid May and gave students the opportunity to learn about "Safe Partying" as well as taking part in a variety of other valuable activities. Philip participated in the Yellow Ribbon Ambassador Training Program held at the school and the feedback has been very positive. He has also represented the College in E.I.S.M. Boys' Volleyball. A very good semester's work - well done!

Pastoral Care Comment

Kelly is a very reliable and responsible member of the class and has made positive contributions to all class activities. In her role as Class Captain she has demonstrated good leadership skills and can be relied upon to complete any duties associated with this role. Kelly was very supportive and co-operative during the Year 11 Retreat held at Jumbunna Lodge in Launching Place and her contribution during the many sessions was very much appreciated and valued. She participated in the "Well Being Day" which gave students the opportunity to learn about "Safe Partying" as well as taking part in a variety of other valuable activities. She has also involved herself in the "Seeds of Justice" which is a social justice experience involving students and staff from Mercy schools in Victoria. Kelly participated in the "Yellow Ribbon Ambassador" Training Program held at the school. A very good semester's work - well done!

Pastoral Care Comment

Calvin has been a delightful member of 7 Bronze Homeroom this semester. His generosity and quiet confidence have endeared him to his friends while his reliability has made him an integral member of the team. Calvin has been an excellent Class Captain, fulfilling his duties with great responsibility. He has participated in the College Cross Country competition, the Homeroom Challenge Volleyball Challenge and entered the Passport Competition. He was also responsible for the rubbish bins for a term. Calvin always wears his uniform neatly and with pride, his planner is always used appropriately and his locker is usually tidy. Calvin's work ethic is fantastic, and he completes everything to the best of his ability. Calvin has always volunteered to help with anything that has to be done and is a great friend to his peers. Congratulations on an excellent first year at Mount Lilydale Mercy College Calvin.

Appendix D - Meeting Minimum Standards - Guidelines for Teachers

Guidelines for students

At Mount Lilydale Mercy College, we believe that all learners have the capacity to be independent, self-motivated, confident, resilient, set self-high expectations, share in a belief that they can succeed and strive for excellence in learning. Therefore, it is important that there are clear expectations relating to academic progress and achievement. This includes expectations around the completion of assessed learning tasks to the required standard.

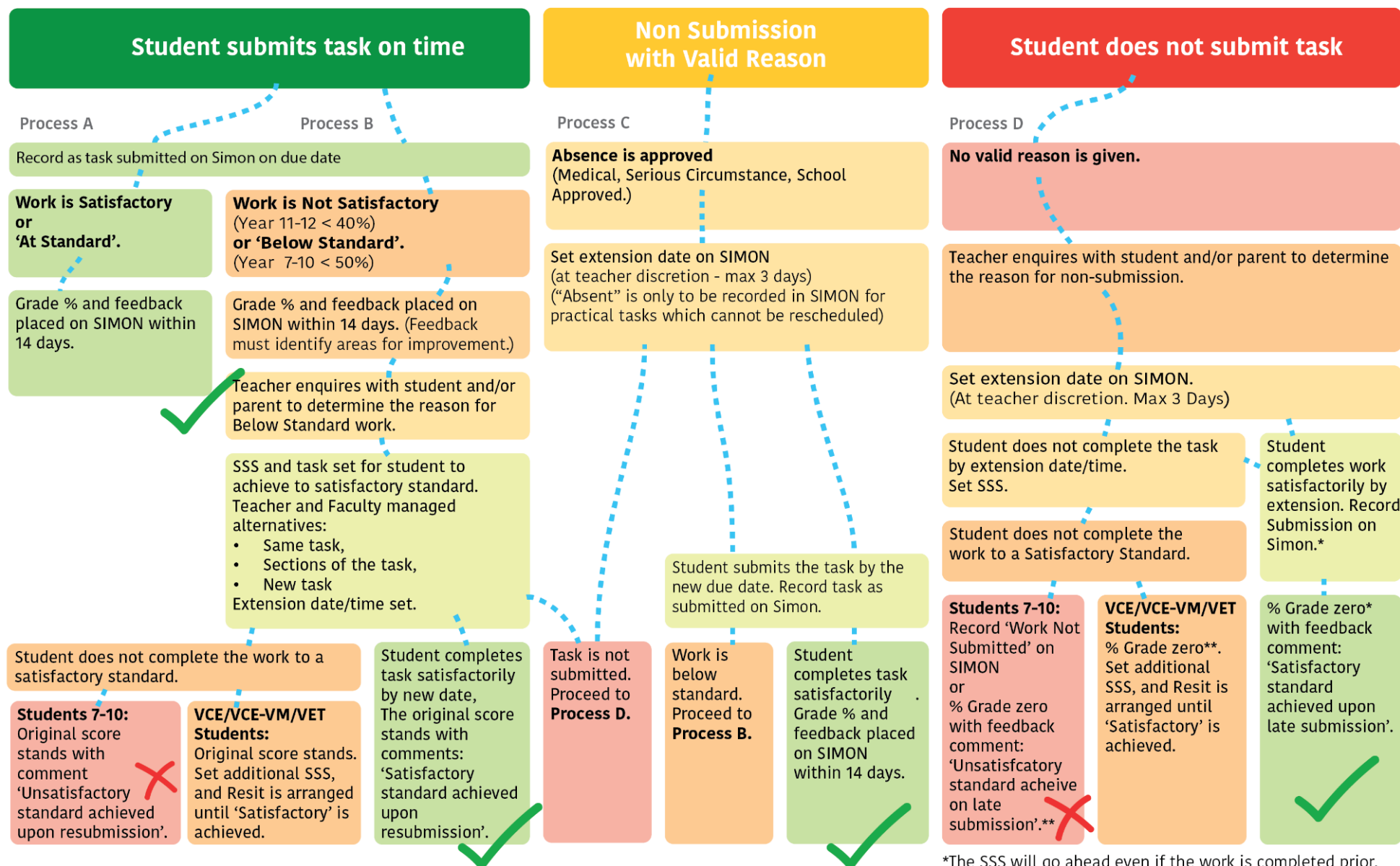
Please note:

- Classwork (Formative Tasks) - are encouraged to assist students with their formative progress, as well as encourage their work ethic. These can be entered on SIMON by individual Subject Teachers at their discretion and can be marked with S/N, rubric and / or comments, and score.
- Assessment Tasks (Summative) - receive feedback in the form of % Grade and either a written comment reflecting positive aspects of the work as well as areas for improvement, and / or a rubric that clearly details areas of strength as well as what improvement would look like for the set task.

Below is an outline of the standard submission procedure for assessment tasks.

MLMC Assessment Task Submission Procedure

The Restorative Learning Process (Teacher Version)

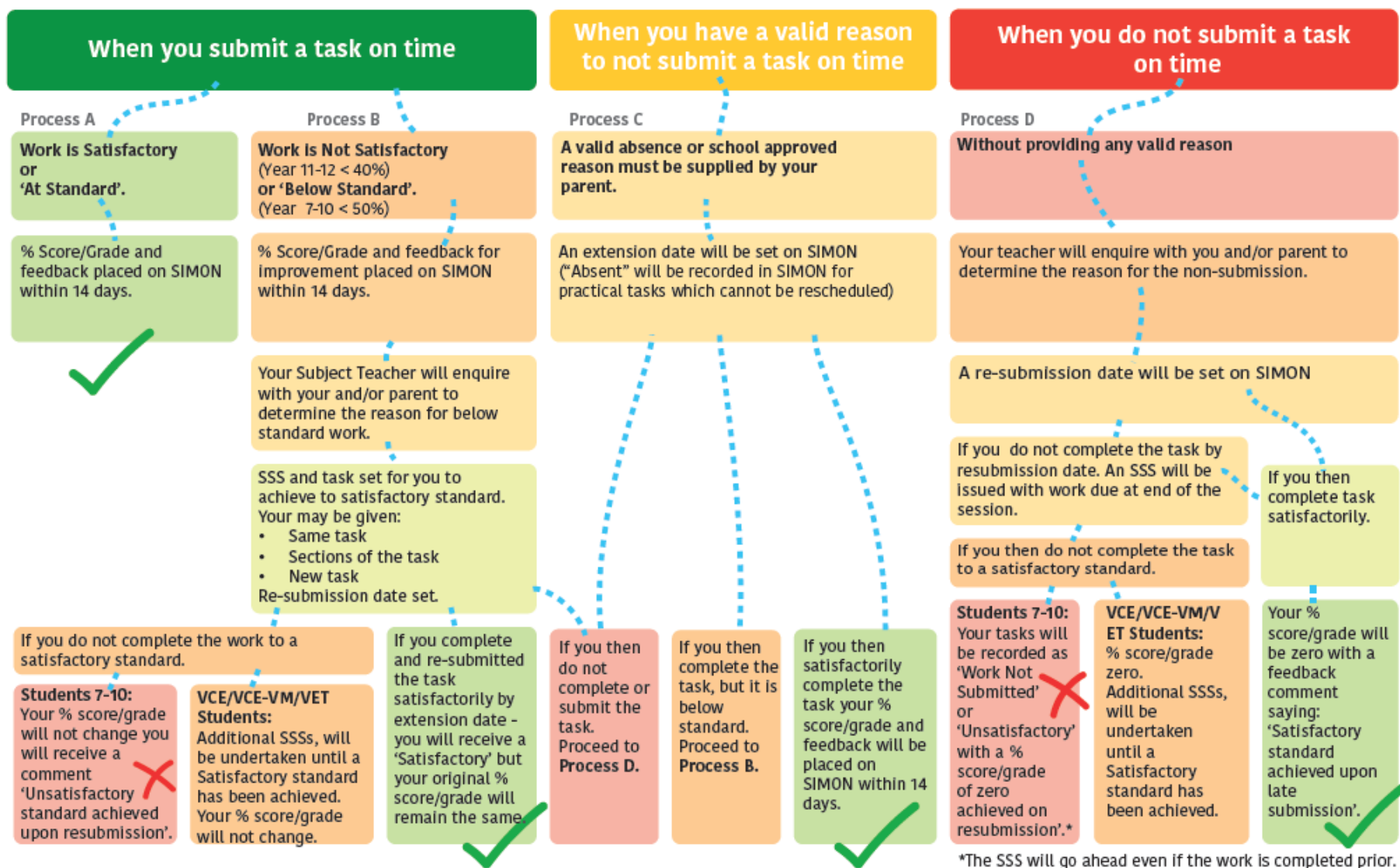


*The SSS will go ahead even if the work is completed prior.
**Include task (as zero) when calculating semester result.



MLMC Assessment Task Submission Procedure

The Restorative Learning Process (Student Version)



Prior to submission

It is the Subject Teacher's role to identify, track and support student learning needs with quality differentiated teaching practices. Teachers must check Learning Diversity student profiles and Personal Learning Plans (PLP) to ensure the procedures apply to them prior to issuing consequences. It is a student's responsibility to follow up with their Subject Teacher if they experience difficulties with their learning that may impact on their ability to complete set tasks.

'Non-satisfactory' or Below standard Completion of an Assessment Task

(See *Proceed B in MLMC Assessment Task Submission Procedure graphic above*)

Student submits task on time

Where a student does not achieve the minimum standard required when completing an assessment task (<50% Years 7-10, <40% Years 11 and 12):

Step One: First Submission

- Their work is to be marked with their % score/grade recorded on Simon. A comment is to be placed on Simon stating the areas for improvement needed.
- Subject Teachers are to enquire with the student and/or parent to determine the reasons for the below standard work.
- Students are to be given an opportunity to re-submit the same tasks, section of the task or an alternative task in order to achieve the satisfactory standard.
- The Subject Teacher is to set and communicate the extension date (max. 14 days) for the task using the SIMON OR the student planner.
- Subject Teachers are to enter an L1 incident indicating *non-submission of work so and after School Supervised Study (SSS)* letter can be generated by the YLL
 - For Year 7-9 Subject - The incident should be marked as **UNRESOLVED**.
 - For Year 10-12 Subject - The incident should be marked as **RESOLVED**.
 - For VCE students, an entry in the VCE Academic Tracking spreadsheet is to be recorded.

Step Two: Resubmission.

- After resubmission, subject teachers are to mark the work. The original grade is not to be altered; however, the teacher is to provide feedback to the parent via comments on SIMON regarding improvements made.
 - Subject Teachers are to clarify if the student is “As standard” (years 7-10) or “Satisfactory” (VCE).
- An entry in the VCE Academic Tracking spreadsheet is to be updated.

Step Three: If Work is Still Below Standard

If the submitted task is still below standard:

- For Year 7-10 students the original mark will stand, and a below standard comment is recorded.
- In the case of VCE students, the original mark will stand, but if necessary, students are to be given additional opportunities to illustrate their understanding in order to achieve a satisfactory outcome prior to the end of the semester.
 - The Subject Teacher to provide feedback to the parent via SIMON regarding improvements made.
 - An entry in the VCE Academic Tracking spreadsheet is to be recorded.
 - If the student is unable to redeem a satisfactory following the third attempt at resubmission a Subject Pending N letter to be generated.
 - An entry in the VCE Academic Tracking spreadsheet is to be updated.

Non Submission with Valid Reason

(See *Proceed C in MLMC Assessment Task Submission Procedure graphic above*)

- Valid Reasons if Non Submission include:
 - Absence/Illness (supported by Medical Certificate at VCE)
 - Significant Family Issue (At VCE Death of a family member -supported by a Death Notice)
 - School-Approved Activity - eg. excursion/incursion, camp, etc (supported by details of school approved activity from organising teacher/Faculty Learning Leader). This also includes teacher/student negotiated due dates for study reasons.
- Tasks that are practical in nature will not be rescheduled and an ABS will be recorded against the task within SIMON.
- Additional information on assessment task procedures for all VCE students is provided in the VCE Student Handbook.
- VCE Students who do not attempt the rescheduled SAC or SAT within 2 weeks of the original date will be awarded a Not Satisfactory for the relevant outcome and will be issued with a Pending N letter.

**Non Submission
with Valid Reason**

Step One: Non submission with valid reason

- An extension of up to three days will be provided by the Subject Teacher at their discretion.
- Non-submission of work and extension details to be recorded on SIMON when updating class work details in the Learning area of SIMON.

Step Two: Work at is Submitted by the Extension

- If work is submitted by the extension date, the work is marked and students are provided with a comment as per the usual process.
- If work is not submitted after the extension, refer to Process D.

Non-Submission of an Assessment Task Procedure

(See *Proceed D in MLMC Assessment Task Submission Procedure graphic above*)

Student does not submit task

If work is not submitted by the due date, and no valid reason is given:

Step One: Non Submission

- Subject Teachers are to enquire with the student and/or parent to determine the reasons for the non submission of work.
- An extension time/date of up to three days **may** be provided by the Subject Teacher. (Please note that this is the maximum that can be granted and the length of the extension time/date is at the teacher's discretion. Extension times of only a few hours e.g. 5:00 pm that evening can also be granted.)

Step Two: After Extension date

- If the student **completes the work satisfactorily** by the extension date the subject teacher is to:
 - record to submission and Simon,
 - comment on Simon that the students has successfully achieve the standard or outcome,
 - the original grade (zero) will stand.
- If the student's **submission by the extension is not at standard**:
 - Subject Teachers of Year 7-10 students are to:
 - comment on Simon that the students has not successfully achieve the standard
 - the original grade (zero) will stand
 - Subject Teachers of VCE Students will provide additional extensions until an Satisfactory is achieved or the end of the semester is reached.
- If the student makes **no submission by the extension**:
 - Subject Teachers are to:

- Record 'Work Not Submitted' in SIMON-results.
- Enter an L1 incident indicating non-submission of work. An after School Supervised Study (SSS) letter will be generated by the YLL
 - For Year 7-9 Subject" The incident should be marked as UNRESOLVED.
 - For Year 10-12 Subject" The incident should be marked as RESOLVED.
- Non-attendance at SSS is to be followed up by Year Level Leader.

Once this occurs in two or more subjects, communication between the CLA and parents/guardians to be held.

Repeated unsatisfactory completion of work is to be monitored by Year Level Leader - and in serious situations, the Campus Learning Advisor. Support may include Learning Roadmaps, goal-setting and meetings with parents/guardians. CLA.

Appendix E - SPECIAL PROVISION GUIDE YEARS 7-12



2023 MLMC Staff Guide to applying Special Exam Arrangements to College-based Assessment & Exams

MLMC has a 'reverse-scaffolding' approach to facilitating Special Exam Arrangements, to best cater and prepare students for VCE (Units 3&4) and VCE-VM (senior) exams (**see Appendix 1**). Students are eligible for Special Exam Arrangements for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:

- mental health condition
- health impairment or physical disability
- specific learning disorder
- language disorder
- motor disorder
- deaf or hard of hearing
- vision impairment

Decisions on whether to approve Special Exam Arrangements for classroom learning or School-based Assessment must be based on evidence using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations. Staff must not discuss arrangements with students without first discussing with the Year Level Leader, Campus Learning Advisor or Campus Director to avoid any potential confusion with existing arrangement details. Responsibility for approving for Special Exam Arrangements, is given by (in consultation with Learning Support Leader for NCCD students):

- Year 7-11 - Campus Learning Advisor (CLA) & Year 7-11 Level Leader (YLL)
- VCE (Units 3&4) & VCE VM (Senior) - Campus Director (CD)

This guide is a tool to both assist teachers with providing appropriate support arrangements for students in college-based Assessment and Exams (Years 9-11).

Note - ALL arrangements must be supported by evidence from a Medical/Health Practitioner with documentation uploaded into SIMON/COMPASS (under category 'Special Provision' > with NCCD box ticked):

Coursework completion	MLMC Process/Application:	Person Responsible:
<ul style="list-style-type: none"> rescheduling classroom activities and/or an assessment task 	<ul style="list-style-type: none"> Per College SAC/SAT Rescheduling Process 	<ul style="list-style-type: none"> Subject Teacher > YLL
<ul style="list-style-type: none"> Rest Breaks (<i>ie. Mental Health Condition, Health/Physical Impairment, etc</i>) 	<ul style="list-style-type: none"> 2 options - students will have been granted: <ul style="list-style-type: none"> Open-ended Rest Breaks Limited Rest Breaks (10 mins per 60mins of assessment time) 	<ul style="list-style-type: none"> Recommended/Collaboration: <ul style="list-style-type: none"> NCCD 0 - CLA, Faculty Learning Leader & Subject Teacher NCCD 1-3 - CLA, Learning Support & Faculty Learning Leader Approval by <ul style="list-style-type: none"> Year 7-9 - McAuley CLA Year 10-11 - Barak CLA VCE (Units 3 & 4) & VCE VM (Senior) - Barak CD
<ul style="list-style-type: none"> allowing the student extra working time to complete work or an assessment task (<i>ie. Health/Physical Impairment, etc</i>) 	<ul style="list-style-type: none"> Students who are granted an extension of time are required to complete the work and undertake the task in the same way as all other students. Additional time may be given immediately after the specific class, at the end of the school day, or during free time during the day, or the student may take work home to complete (in which a VASS Authentication Record must be completed) 	
<ul style="list-style-type: none"> setting a substitute task of the same type 	<ul style="list-style-type: none"> Differentiation (changing presentation/formatting of task ie. bigger font, coloured paper) Modification (changing nature of task ie. form of assessment, time allocation, scope/scale of task; using question-based task rather than essay) <p>*Nb. Any task exemptions, including Year 10 & Year 11 Exams require approval from YLL & CLA</p>	
<ul style="list-style-type: none"> replacing a task with a different type 	<ul style="list-style-type: none"> Differentiation (changing presentation/formatting of task ie. bigger font, coloured paper) Modification (changing nature of task ie. form of assessment, time allocation, scope/scale of task; using question-based task rather than essay) 	
<ul style="list-style-type: none"> using a planned task to assess more outcomes, or aspects of outcomes, than originally intended 	<ul style="list-style-type: none"> Differentiation (changing presentation/formatting of task ie. bigger font, coloured paper) Modification (changing nature of task ie. form of assessment, time allocation, scope/scale of task; using question-based task rather than essay) 	
<ul style="list-style-type: none"> using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks 	<ul style="list-style-type: none"> Laptop (WiFi-free) Assistive Technology* - including voice-to-text technology; vision-supportive materials; audio-equipment for vision-impaired students Scribe (note, must not be closely-related to student ie. different LSO to who student normally works with) Reader Clarifier Aide Assistance - recording activity; field-activity; physical activities. Aide assistance cannot take place in performing or visual arts tasks. <p>Nb. These may require the use of a Separate Room OR Shared Separate Room</p>	
<ul style="list-style-type: none"> separate room (<i>ie. mental health condition, health/physical impairment, etc</i>) Shared Separate Room (<i>Internally Arranged - no VCAA approval required</i>) 	<ul style="list-style-type: none"> Separate Room in Barak Library during time of assessment Shared Separate Room in Barak Library (<i>Note: this may be internally arranged and do not require VCAA approval</i>) 	<ul style="list-style-type: none"> Approval, in consultation with Subject Teacher & Faculty Learning Leader, Learning Support (& coordination with Supervised Study &/or Library staff for Units 1-4 students)

		<ul style="list-style-type: none"> Year 7-9 - McAuley CLA Year 10-11 - Barak CLA VCE (Units 3 & 4) & VCE VM (Senior) - Barak CD
<ul style="list-style-type: none"> deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable). 	<ul style="list-style-type: none"> If an extension or substitute task is not feasible or reasonable, or if the task is difficult to duplicate, an outcome may be determined as satisfactory based on other, sufficient work completed by the student. The outcome result may be determined at the time, or later in the period over which the unit is conducted, depending on the availability of work on which determination is to be based - and relative to other students' achievement-level. 	<ul style="list-style-type: none"> Approval, in consultation with Subject Teacher & Faculty Learning Leader, by <ul style="list-style-type: none"> Year 7-9 - McAuley CLA Year 10-11 - Barak CLA VCE (Units 3 & 4) & VCE VM (Senior) - Barak CD
School-assessed Tasks, Music Style and Composition Externally-assessed Task and Extended Investigation Externally-assessed Task Written Report (including folios, production items or research reports) - for students who may be injured, ill or experiencing adverse personal circumstances	<ul style="list-style-type: none"> allowing an extension of time for the student to complete the task, but within the timeframe for the school to lodge the score by the relevant VCAA submission date. If the student is given an extension, but the work is still not complete by the due date, it should be assessed by the teacher as it is and that score sent to the VCAA contacting the VCAA (via a letter from the principal) for permission to allow the student an extension of time to complete the task that will enable a score to be submitted after the VCAA submission date. A VASS Score Amendment Sheet (SAS) must be lodged when the score becomes available allowing the student to complete the task in an agreed extended timeline for satisfactory completion purposes only, that is, if the student receives an S result for the VCE unit outcome, but is awarded a score of NA (not assessed) for the task deriving a score for the task based on work completed and/or other assessments. allowing the student to complete the task in an agreed extended timeline for satisfactory completion purposes only, that is, if the student receives an S result for the VCE unit outcome, but is awarded a score of NA (not assessed) for the task 	<ul style="list-style-type: none"> Approval - Barak CD

NOTE: VCAA Evidence Requirements for Units 3&4 (VCE) and VCE-VM (Senior) Special Exam Arrangements:

Category	Evidence Requirements for Units 3 & 4 VCAA Approval
Mental health condition	<p>Evidence from the student's primary treating health professional working within a relevant area of mental health who has made a comprehensive assessment of the student and seen the student recently for their condition. The SPO Health Professional Statement should contain the following details:</p> <ul style="list-style-type: none"> • clinical assessments, diagnosis (if available) and date of diagnosis • consultation history, presenting symptoms, description of severity and expected duration • treatment period and plan (if available) • comments on how the illness or condition would impact on the student's day-to-day functioning in the classroom and learning • comments on the likely effect of the illness or condition on the student's capacity to complete VCE external assessments.
Health Impairment or Physical Disability	<p>Evidence from an appropriate health professional who has made a comprehensive assessment of the student and seen the student recently for their condition. The SPO Health Professional Statement should contain the following details:</p> <ul style="list-style-type: none"> • clinical assessments, diagnosis (if available) and date of diagnosis • consultation history, presenting symptoms, description of severity and expected duration • treatment period and plan (if available) • comments on how the illness or condition would impact on the student's day-to-day functioning in the classroom and learning • comments on the likely effect of the illness or condition on the student's capacity to complete VCE external assessments.
Specific Learning Disorder	<p>Statement from a teacher(s) outlining why they believe the student is limited by time and not knowledge and what evidence they used to reach this conclusion.</p> <p>Cognitive assessment (IQ tests) A cognitive assessment, administered during the student's schooling, preferably no earlier than the student's last year of primary schooling (Grade - 6). The test must be administered by a registered psychologist. The VCAA will accept any of the following cognitive assessments:</p> <ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children (WISC) V or IV • Wechsler Adult Intelligence Scale (WAIS) IV • Woodcock Johnson (WJ) IV or III <p>A copy of the cognitive assessment report. The report should include subtest scaled scores, along with an interpretation of assessment results.</p> <p>Impairment in reading Evidence of a student's reading including recognition, comprehension, fluency and rate based on a reading test administered no earlier than the year the student commences the VCE or Term 4 of the year prior. The results of the Progressive Achievement Test in Reading (PAT-R) or PAT-R Adaptive Test, York Assessment of Reading for Comprehension (YARC) or other reading tests administered can be submitted by schools as evidence of a student's reading level.</p>
Language Disorder	<p>Cognitive assessment (IQ tests) A cognitive assessment, administered during the student's schooling, preferably no earlier than the student's last year of primary schooling (Grade 6). The test must be administered by a registered psychologist. The VCAA will accept any of the following cognitive assessments:</p> <ul style="list-style-type: none"> • Wechsler Intelligence Scale for Children (WISC) V or IV • Wechsler Adult Intelligence Scale (WAIS) IV • Woodcock Johnson (WJ) IV or III <p>A copy of the cognitive assessment report. The report should include subtest scaled scores, along with an interpretation of assessment results.</p>

	<p>Clinical Evaluation of Language Fundamentals (CELF) 5th edition assessment administered in either the year the student commences the VCE or in Term 4 of the year prior.</p> <p>Evidence of a student's reading including recognition, comprehension, fluency and rate based on a reading test administered no earlier than the year the student commences the VCE or Term 4 of the year prior.</p> <p>The results of the PAT-R or PAT-R Adaptive Test, YARC or other reading tests administered can be submitted by schools as evidence of a student's reading level. Requests for use of a clarifier require information outlining the history of the student's use of and need for a clarifier.</p>
Motor Disorder	<p>Developmental Coordination Disorder One of the following Detailed Assessment of Speed of Handwriting (DASH) assessments administered no earlier than the student's final year of primary schooling (that is, Grade 6):</p> <ul style="list-style-type: none"> • DASH 9 years to 16 years and 11 months, Pearson, 2007 • DASH 17 years to 25 years, Pearson, 2010. Other assessments, including: • The Handwriting Speed Test, Wallen, Bonney and Lennox, 2006 • The Beery Buktenica Developmental Test of Visual Motor Integration, 6th edition (Beery VMI), Pearson, 2010. <p>An occupational therapist, paediatrician or psychologist assessment.</p> <p>Stereotypic movement disorder and Tic disorders Evidence from an appropriate health professional who has made a comprehensive assessment of the student and seen the student recently for their condition. The evidence should contain any of the following:</p> <ul style="list-style-type: none"> • clinical assessments, diagnosis (if available) and date of diagnosis • consultation history, presenting symptoms, description of severity and expected duration • treatment period and plan (if available) • comments on how the illness or condition would impact on the student's day-to-day functioning in the classroom and learning comments on the likely effect of the illness or condition on the student's capacity to complete VCE external assessments.
Deaf or Hard of Hearing	<p>A recent unaided audiogram and report from a qualified practitioner (for example, an ear, nose and throat specialist or audiologist) indicating a bilateral sensorineural hearing loss and/or conductive hearing loss that is moderate, severe or profound</p> <p>A supporting statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment in either the Visiting Teacher Service or a deaf facility or school.</p>
Vision Impairment	<p>Evidence of a moderate or severe vision impairment from either an ophthalmologist or the Educational Vision Assessment Clinic (EVAC)</p> <p>A supporting statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment with the Visiting Teacher Service.</p> <p>If an alternative format examination paper is required (for example, large print, braille and/or electronic examination), a specific request with details of font type, font sizes, format and any other recommendations from school-based staff or specialists should be clearly outlined for each external assessment in the application.</p>

Appendix F - Benchmarking Protocol and Guidelines Years 7-11

1. RATIONALE

- 1.1. The protocol of benchmarking and moderation has been established to cultivate a collaborative team approach and rigorous quality of subject delivery.

2. SCOPE

- 2.1. This protocol applies to all year 7-11 Subject Teachers.

3. DEFINITION

- 3.1. There are several methods to increase assessment consistency between teachers. These include collaboration on the construction of tasks and assessment frameworks (rubrics) marking schemes, cross-marking, benchmarking and statistical moderation. Acknowledging there are significant differences in assessment across the faculties, consequently, there are 2 protocols, namely, one for Mathematics and one for all other subjects.

4. PROTOCOL STATEMENT

- 4.1. Teachers will be required to benchmark at least 1 assignment/task each year in each 7-11 subject.
- 4.2. To maintain equity, where teachers change subjects from one semester to the next in the same block, they would only be expected to benchmark a task in one of those two subjects. (For example, if a teacher in sem 1 teaches yr 9 Science and then moves on in semester 2 to teach Mathematics, the teacher would only be required to benchmark a task in one of those two subjects.

5. GUIDING PRINCIPLES

- 5.1. In classes where there are multiple instances of the class running, moderators must be other teachers of that subject.
- 5.2. In subjects that have only one class running in a semester, moderators can be: (in preference order):
 - 5.2.1. A teacher who has previously taught this subject
 - 5.2.2. An experienced teacher from the same faculty
 - 5.2.3. A teacher from another school who has taught the subject
- 5.3. The process is to occur within 1 week, to ensure students' assessment and feedback occur no later than 2 weeks (as per our marking guidelines).

GUIDELINES

Protocol 1

Benchmarking Process (suitable subjects other than Maths)

1. Select **3-6 students' works**: high medium and low student responses. (From a range of classes if possible).
2. Create a shared benchmarking spreadsheet.
3. Each moderator enters their comments and reflections and suggests grades in a spreadsheet
4. A final benchmarked grade is assigned for each student's work.
5. Results are used to inform the marking of remaining students' works.

Protocol 2

Marking Scheme and allocation (suitable for Maths)

1. Prior to the assessment, Teachers meet to discuss the marking scheme
2. Post-assessment examples of discrepancies in mark allocation are discussed.

VCE Moderation and Ranking Guidelines:

Teachers of all subjects VCE Year 12 are also required to moderate/rank each assignment/task (as per the established VCE protocols)

MODERATION and RANKING

To cultivate a collaborative team approach and rigorous quality of subject delivery, Subject Teachers are encouraged to both moderate (and in Units 3 and 4 subjects, also rank):

- involving all Subject Teachers of a subject in the development and review of Subject Outcomes, key knowledge and skills, performance descriptors and assessment rubrics
- moderation/grading and moderation with follow-up meetings for discussion and comparison

This process can include Subject-team meetings to confirm:

- consistency of assessing/grading across teachers
- enhance professional collaboration and collective contribution
- improve validity, reliability and authenticity of student performance

These meetings could involve:

- assess/grade all responses to a particular section/part of an assessment task
- discussing any difficulties they encountered when making judgments, for example, interpreting a performance descriptor.
- developing solutions to these difficulties, such as altering the rubric to account for unforeseen and unintended student interpretation of task wording.
- reviewing student responses and profiles of their results, in instances where there appears to be significant differences in assessment/grading - this can assist teachers in fine-tuning their judgments so that they are in line with other teachers' judgments.
- Identify areas for further improvement in cohort performance to inform future Outcome-related pedagogy and assessment planning.