

7-10 Student Assessment Policy and Procedures

Mater Christi College, Belgrave is a Catholic College established by the Sisters of the Good Samaritan of the order of St Benedict in 1963. The College operates with the consent of the Catholic Archbishop of Melbourne, is governed by an incorporated board and owned by Good Samaritan Education. Mater Christi is a proud leader in contemporary education and strives to educate young women to be Informed, Compassionate and Creative.

Purpose

The purpose of this policy is ensure that students at Mater Christi College are provided with multiple and varied opportunities to demonstrate their learning and achievement against the Victorian Curriculum standards. Teachers design and implement assessment tasks across curriculum levels and achievement standards to ensure that comprehensive evidence of learning and growth is collected for every student over time.

1. Student Responsibilities

- Students will adhere to in-class assessment dates as well as due dates
- If students are absent on the day of an assessment task, this will be completed in the next class they attend for this subject after return from absence
- If students are absent on the due date of an assessment, it must be submitted in the next class they attend for this subject after return from absence
- Students must submit a medical certificate to support an absence from an exam
- Students must communicate with their teacher at least two days prior to the due date of a task, if seeking an extension
- Teachers will not accept submission of a late assessment task more than five school days after formal due date, unless an extension has been granted
- Students will not receive a grade if assessment task is submitted late without an extension
- Homework: Consists of two dimensions:
 - Formal homework set by teachers
 - informal study such as personal revision and reading
- Recommended times for homework: Times are the average total hours for all work done at home in a week. Variation will occur due to individual student needs and specific demands at different times. As a guide:
 - Year 7: Three hours
 - Year 8: Five hours
 - Year 9: Six hours
 - Year 10: Eight hours

2. Absences

- Approved absences reasons
 - School-based extra-curricular activities
 - Extended illness supported by a medical certificate
 - Family Holiday approved by Principal after completion of College Application Form
 - YLC/College approved absences

- Students are required to check lesson plans in SIMON, then communicate with their classroom teacher with any questions about work requirements and complete required work by time negotiated with subject teacher
- Parents are required to communicate with the school regarding any day-to-day absences

3. Longer term Discretionary Absences

- Parents are required to seek principal's permission for absences longer than two weeks
- Teachers will provide an overview of learning for students with a principal-approved absence
- Students are required to speak with their subject teachers to determine the work they are required to complete while absent
- If an assessment task has not been completed due to long term absence, the report will record absent for the assessment task
- Depending on length of absence, students may still be assessed for the achievement standard/s for that unit of work using formative assessment completed within the assessment cut off period
- If long term absences are impacting student progress, the teacher will advise the YLC and send progress letter

4. College responsibilities

- Students are assessed using a combination of **formative assessment for learning**, which provides timely feedback and informs next steps in teaching and learning, and **summative assessment of learning**, which evaluates student achievement against curriculum standards and achievement standards
- Students are provided with structured opportunities to engage in **self-assessment and reflection**, enabling them to evaluate their learning progress and performance on assessment tasks
- Assessment information is used on an ongoing basis to inform planning, adjust teaching and learning programs, and provide clear information to students and families about student progress and achievement
- Teachers will record details of formative and summative assessment tasks, including due dates and assessment cut off period. The Assessment cut off period is the end date allocated for students on SIMON to demonstrate satisfactory levels of achievement for a unit of curriculum
- Students are provided with clear supporting documents as well as sufficient time for task completion
- Teachers will reply within two working days for students who request assistance or extensions following an absence as well as document lesson plans on SIMON
- Teachers will provide ongoing feedback to students about formative assessment tasks, either verbally or written feedback on SIMON
- Teachers will grade assessment tasks and provide feedback to students within two weeks of assessment task completion
- Teachers will communicate with parents if there are concerns about student progress or performance on an assessment task
- Teachers will advise parents via parent notified letter on SIMON for non-completion of required classwork and/or assessment task following an absence
- Teachers will use a variety of assessment task formats to measure student achievement, which may include: tests, assignments, projects, performances or oral presentations
- Assessment tasks may be completed in exam (test conditions), using class time and may be set as homework
- Students will be required to authenticate their work on both formative and summative assessment tasks
- Teachers will participate in cross marking of assessment tasks (moderation) involving assessment learning maps and work samples so that staff can apply consistent judgements of student progress

5. Modifications and Adjustments

- Where a student has identified learning needs, **Adjustments** to *how* learning is delivered or assessed are considered. Adjustments enable students to access the general education

curriculum. They are made to curriculum, instructional and environmental aspects of learning. This could be in any or all of the following ways:

- Presentation (alternative representation of teaching and learning materials)
 - Process (additional modelling or scaffolding, guided practice)
 - Product (collecting alternative forms of evidence of learning)
- **Modifications** are changes to what is taught and assessed. If observations indicate the need for modification, these will be discussed through the Program Support Group (PSG). Agreed upon curriculum level modifications and learning goals will be documented through the students Personalised Learning Plan (PLP) developed with the student and their family/carers.

6. Reporting Student Achievement

- MCC reports on student academic progress and learning behaviours in line with VCEA Reporting Student Progress and Achievement Guidelines for Victorian Catholic Schools and the VCAA Revised Curriculum Planning and Reporting Guidelines
- There is continuous assessment information available formally and informally for throughout the semester
- This includes:
 - Term 1 and Term 3 Progress Reports on learning behaviours. These reports are supported by Parent Teacher Progress Meetings at the end of Term 1 and Term 3 which provide opportunity to discuss student progress and how students can be supported at home
 - Term 2 and Term 4 Semester Reports which detail student learning and progress against the prescribed curriculum and achievement standards of each subject as outlined by VCAA and VCEA Assessment and Reporting Guidelines. These reports include:
 - Victorian Curriculum: using a five point scale to place student learning against curriculum achievement standards
 - VCE (including VCE VM): The assessment of outcomes as outlined in the prescribed study design as either Satisfactory or Not Satisfactory
 - VET: The assessment of competencies against the prescribed curriculum and achievement standards
- MCC publishes Assessment and Reporting Guidelines with timelines to staff annually outlining reporting expectations, including reporting for students with Personalised Learning Plans
- The Progress and Semester Reports are published in a written format that is easy for parents/families to follow and is accessible in a digital form on PAM (Parent Access Module) and printed on request.

7. Governance

Document Details	
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