



Semester Reports

Students receive a report at the end of each semester:

- Semester One (June)
- Semester Two (December)

Semester reports are designed to provide feedback on a range of areas related to your son's learning and work habits for all subjects studied throughout the semester.

Throughout 2017 and 2018 there has been extensive work undertaken in reviewing all areas of assessment and reporting across all learning areas. This work has included the development of rubrics to provide effective feedback, exploring options for continuous online reporting and updating our semester reports to include subject skills in place of individual teacher comments.

Our focus on assessment and feedback draws on current educational theory and practice that promotes a commitment to every student's progress, or growth, and invites particular ways of thinking about *learning, learners, teaching, the curriculum, assessment and the reporting of student achievements*.

This work has been driven by the implementation of the Victorian Curriculum and growing expectation within schools that every student has the opportunity to gain a year's worth of progress by the end of it (Hattie, 2009; Masters, 2016). The Victorian Curriculum aims to deliver:

- A curriculum approach that is consistently followed by all members of the teaching community based on the Victorian Curriculum content and standards and adapted by each school according to its context and needs
- A curriculum that includes rigor and attention to the standards
- Common Assessment Tasks across all classes at the same level that reflects the standards, preferably including rubrics that are based on standards and cover the range of students at each level
- Ensures moderation of Common Assessment tasks that supports consistent teacher judgement

To illustrate the above points and in response to a number of the minimum requirements outlined by the CECV for Catholic schools Marcellin has made clear reference to the Achievement Standards in the reporting of student achievement.

Each subject report provides a description of the content covered throughout the semester and listed results measured against the required Victorian Curriculum Achievement Standards (Year 7 to 10) and set learning outcomes and competencies for VCE, VET and/or VCAL subjects. The level of achievement for each subject is assessed using the descriptors outlined below.

Please note:

- For Year 7 to 10 subjects, subject skills are based on the Achievement Standards and Content Descriptors outlined in the Victorian Curriculum at each level for the relevant subject.
- For VCE, VET and VCAL subjects, subject skills are based on the key skills listed in the relevant VCAA Study Design for each VCE subject and the competency requirements for all VCAL and VET subject.

ASSESSMENT STANDARDS

Student achievement can be assessed and reported on in various ways. Based on the CECV Reporting Guidelines for Victorian Catholic Schools and work undertaken to provide the most accurate judgement on a student's level of achievement and skill progression the following marking scales and report descriptors have been developed for the Victorian Curriculum (Years 7-10), VCE, VET and VCAL subjects.

Further details outlining the Victorian Curriculum and VCE, VET and VCAL subjects including individual subject achievement standards can be viewed at the [VCAA website](#).

Report Descriptors

Your son's level of achievement is assessed using the below descriptors:

Year 7 to 10 subjects

Achievement

Well above standard

Above standard

At standard

Below standard

Well below standard

NA

NG

NS

ABS

UG

Victorian Curriculum Descriptors

Well above the standard expected at this time of year

Above the standard expected at this time of year

At the standard expected at this time of year

Below the standard expected at this time of year

Well below the standard expected at this time of year

Not Assessed

- This area was not assessed in the student's class this semester.

Not Graded

- The task was not graded due to late submission.

Not Submitted

- The task was not submitted for assessment despite an extension.

Absent

- The student was not present when this task was completed

Ungraded

- Did not meet the minimum standards of this task.

The shaded area on reports shows the expected level of achievement.

Subject Skills

Subject skills are based on the Achievement Standards and Content Descriptors outlined in the Victorian Curriculum at each level for the relevant subject. Level of achievement is assessed using the below descriptors for the listed subject skills in each subject.

Below Standard

- Application of this skill is below the expected standard for this level at this time of year
- Has demonstrated no to minimal evidence of their ability to apply this skill at the required standard

At Standard – Beginner

- Application of this skill is at the expected standard for this level at this time of year
- Has demonstrated minimal evidence of their ability to apply this skill at the required standard

At Standard – Competent

- Application of this skill is at the expected standard for this level at this time of year
- Has consistently demonstrated the ability to apply this skill at the required standard

At Standard – Proficient

- Application of this skill is at the expected standard for this level at this time of year
- Has consistently demonstrated the ability to apply this skill at the required standard
- Has demonstrated the ability to apply this skill beyond the required standard

Above Standard

- Application of this skill is above the expected standard for this level at this time of year
- Has consistently demonstrated the ability to apply this skill at and above the required standard
- There is evidence of being assessed above the required standard

Well Above Standard

- Application of this skill is well above the expected standard for this level at this time of year
- Has consistently demonstrated the ability to apply this skill well above the required standard
- There is evidence of being assessed well above the required standard

VCE, VET, VCAL subjects

Achievement

	Descriptors
S	Satisfactory <ul style="list-style-type: none">▪ The student demonstrated the skills and knowledge associated with this outcome
N	Not Satisfactory <ul style="list-style-type: none">▪ The student did not adequately demonstrate the skills and knowledge associated with this outcome
W	Result Pending <ul style="list-style-type: none">▪ Assessment has been completed and waiting grading
J	Discontinued a study without formal notification

Subject Skills

Subject skills are based on the key skills listed in the relevant VCAA Study Design for each VCE subject and the competency requirements for all VCAL and VET subject. Level of achievement is assessed using the below descriptors for the listed subject skills in each VCE, VET and VCAL subject.

Novice

- Has demonstrated no to minimal evidence of their ability to apply this skill as outlined in this Area of Study
- Has demonstrated an incomplete understanding of this skill

Beginner

- Has demonstrated minimal evidence of their ability to apply this skill as outlined in this Area of Study
- Has demonstrated a working understanding of this skill with minimal depth or background understanding

Competent

- Has demonstrated the ability to apply this skill as outlined in this Area of Study
- Has demonstrated a good working and background understanding of this skill

Proficient

- Has consistently demonstrated the ability to apply this skill as outlined in this Area of Study
- Has demonstrated a deep understanding of this skill

Expert

- Has consistently demonstrated the ability to apply this skill as outlined in this Area of Study
- Has demonstrated an authoritative or deep holistic understanding, of this skill and is able to go beyond existing interpretations in the application of this skill

For VET and / or VCAL subjects using competency based assessment and achievement the following marking scale and descriptors are also used:

Not Yet Competent

- Has demonstrated no to minimal evidence of their ability to apply this skill to the required level of competency

In Progress

- Has demonstrated evidence that they are working towards applying this skill to the required level of competency

Competent

- Has demonstrated evidence of their ability to apply this skill to the required level of competency

If you have any queries regarding your son's semester report, please contact your son's subject teacher for subject specific matters.

For general enquiries including questions related to the changes to semester reports at a particular year level please contact Ms. Liz Sullivan (Head of Learning 7-9) or Ms. Kalli Koniaras (Head of Learning 10-12).

All other questions relating to these reports can be directed to Mr. Joshua Di Pietro (Director of Learning) or Mr. Andrew Bryson (Assistant Principal - Learning) at the College on 9851 1589.