School Context
Roma Mitchell Secondary College (RMSC) is a multi-campus school comprising a special education, girls only and co-education campus. The College has a culturally diverse cohort with many students for whom English is their second language as well as students with learning difficulties ranging from severe intellectual impairment to low level learning difficulties. The College endeavours to provide relevant and individualised learning programs aligned with both the expectations of the IB MYP and the Australian Curriculum to allow all students the opportunity for academic success.

School Vision
Our students have the capacity to engage productively with our changing world, enabling them to shape a better future locally and globally.

Mission Statement
Our school will provide enriching, diverse educational and extracurricular programs, which will support our students to reach their full potential enabling them to contribute to their communities.

Philosophy
The purpose of assessment at Roma Mitchell Secondary College is to both support and encourage students to improve their learning and support teachers to improve their teaching. Emphasis is placed on gathering and analysing information and providing timely feedback to students on their performance. Effective assessment should allow students to demonstrate their ability to apply knowledge to real world situations, promote deep understanding of subject content, be relevant to students’ lives, develop critical and creative thinking skills and assess not only the products but also the process of learning.

Principles Guiding Assessment Practices
Assessment is an integral part of teaching and learning and should be planned, continuous and consistent and reflective of current practices.

Assessment will:
- Be used to provide feedback on the learning process to students, staff and parents.
- Provide data to be used as part of curriculum development and review.
- Inform and enhance the teaching process.
- Enable students to demonstrate their achievement at all possible levels of the criteria being assessed in the International Baccalaureate Middle Years Program (IB MYP) and Australian Curriculum.
- Enable students to demonstrate their achievement at all possible levels of the performance standards being assessed in SACE subjects.
- Be designed to allow students to show evidence of knowledge, skills and understandings that highlight their strengths.
- Provide opportunities for students to exhibit the transfer of knowledge and skills across disciplines.
- Promote positive student attitudes towards learning.
- Promote deep understanding of subject content through real-world contexts.
- Promote the development of critical and creative thinking skills.
- Be set in a variety of cultural and linguistic contexts.
- Be designed to assess the learning process as well as the product.
**Principles Guiding Assessment Practices (cont’d)**

- Take place over the duration of the course, and include a range of learning experiences both summative and formative.
- Be differentiated to suit the learning requirements of all students including the application of special provisions as appropriate for students with learning difficulties.
- Be explicit in the learning process and clearly explained to students.

**Implications for Students**

It is the students’ responsibility to:

- Own their learning by being aware of assessment requirements and due dates.
- Submit work by the deadlines set by teachers or negotiate extensions in advance (refer to appendix 1).
- Submit draft work as appropriate for each subject’s specific requirements and use feedback to improve their work.
- Complete all formative and summative work in accordance with the expectation of the subject teachers.
- Participate in group assignments and peer assessment where applicable.
- Ensure work submitted is their own and use appropriate referencing techniques (refer to Academic Honesty policy for referencing guidelines).

Students can expect to:

- Be provided with an outline of summative assessment requirements at the start of each course.
- Be provided with formative assessment tasks and receive constructive feedback on their performance.
- Be given opportunities to undertake a variety of assessment tasks.
- Be provided with weightings for each assessment task (SACE subjects only).
- Be provided with detailed information about the knowledge or skills that are being assessed and have access to the relevant assessment criteria.
- Be assessed against a known set of criteria and receive clear feedback on their level of achievement.
- Be informed if a ‘Completion of Work’ (appendix 2) or ‘SACE Alert’ (Appendix 3) letter is sent to parents/caregivers.

**Implications for Teachers**

Assessment is an integral part of the curriculum and should be designed with sufficient differentiation to allow each student to demonstrate their learning at the highest level of their ability. Students will understand the significance of assessment tasks in the context of the curriculum and be given opportunities to engage in multiple forms of assessment including self and peer assessment.

- Use the School’s standardised assessment task proforma to explicitly outline the task requirements.
- Provide both the assessment criteria and task specific clarifications addressing the assessment requirements for IB MYP subjects.
- Endeavor to create open-ended tasks for summative assessment whenever possible.
- Assess student learning using a numerical scale 1-8 against the subject group Assessment Criteria for IB MYP subjects.
Implications for Teachers (cont’d)

- Provide opportunity for students to meet all four of the subject group Assessment Criteria a minimum of twice over the course of each IB MYP subject.
- Provide reports for all year levels according to the College’s reporting process.
- Use various assessment tools to allow IB MYP students to demonstrate their learning in relation to subject group objectives.
- Allow SACE students to demonstrate learning according to Performance Standards in SACE.
- Ensure that individual students are not disadvantaged when assessing group tasks.
- Provide differentiation of tasks to allow all students equal opportunity for success.
- Explicitly describe different types of assessment tasks set. (IB MYP internal summative assessment, formative assessment, SACE external summative assessment and internal moderated assessment).
- Give opportunity for students to demonstrate their learning through authentic performance, not just recall of facts.
- Participate in internal standardisation of assessment criteria prior to allocating achievement levels.
- Participate in internal moderation of results for courses being taught by more than one teacher.
- Use professional judgment to determine the final achievement level for each criterion for individual IB MYP students.
- Follow the SACE Board and International Baccalaureate Middle Years Program (IB MYP) assessment planning guidelines and requirements.
- Ensure summative assessment tasks cover at least one objective for the subject group (IB MYP).
- Provide students with a summative assessment schedule at the beginning of each course.
- Provide assessment tasks on Daymap.
- Provide sufficient time for students to complete assessments.
- Provide students with advanced notice if a deadline is changed.
- Provide students with constructive feedback on formative tasks and draft work.
- Follow the College’s guidelines for granting extensions (refer to Appendix 1).
- Keep a record of summative achievement data for each student.
- Refer to student achievement data when reflecting on the success of each learning program.
- Inform parents/caregivers of deadlines missed by sending a ‘Completion of Work letter’ (refer to Appendix 2) or a ‘SACE Alert letter’ (refer to Appendix 3) as appropriate.
- Follow the College’s Inclusion Policy and liaise with appropriate staff when identifying students at risk.

Learning Area Coordinators will:

- Ensure IB MYP assessment tasks are aligned with the subject group objectives.
- Ensure all IB MYP criteria and subsequent strands are covered over the duration of the course.
- Coordinate internal standardisation and moderation processes to promote consistency of marking for subjects with multiple teachers.
- Support teachers with writing and reflecting on units of work (IB MYP).
- Support teachers with writing and reflecting on Learning Assessment Plans (SACE).
- Support staff to differentiate assessment for students at risk.
- Support staff to access professional development opportunities for both personal growth and curriculum/pedagogical development.
The College Leadership will:

- Provide assessment data summaries to year level and learning area coordinators at the end of each assessment period.
- Produce examination timetables for senior students that allow sufficient time for students’ revision.
- Provide an assessment schedule that allows teachers adequate time to complete reports.
- Apply for and coordinate ‘Special provisions’ for IB and SACE students.
- Organise parent/teacher interviews once per term.

Implications for Parents

Parents and Caregivers should:

- Create an environment conducive to study to support their student’s learning.
- Be involved with their student’s education by communicating with the College through diary notes, phone calls and parent teacher meetings.
- Support students to complete work by due dates.
- Inform the College of any special learning needs their student may have and engage with the learning support team to support their student as per the College’s Inclusion Policy.

Reporting

Reporting to parents and caregivers will be conducted in a variety of forms both formal and informal. Informal reporting may be done via telephone calls, communication in students’ diaries or through the Daymap parent portal. Formal reporting will consist of descriptive progress reports, short reports and snapshot reports.

For SACE stage 1 subjects, students will receive four snapshot reports, two descriptive progress reports and two short reports per year. For stage 2 subjects students will receive three snapshot reports, two descriptive progress reports and one short report. Stage 2 subjects will not receive an end of year report from the College.

Descriptive progress Reports will:

- Be provided in term 1 and 3 of each year for all grades 8-12.
- Comment on the learning progress of the students, highlighting their strengths, learning challenges and strategies for improvement.
- Provide information on students’ attitudes and application in class.
- Provide a description of the assessment criteria against which the student is being assessed (IB MYP).
- Provide a student achievement level for each criteria assessed during the assessment period in (IB MYP).
- Provide a progressive grade for SACE stage 1 and 2 subjects as appropriate for both 10 and 20 credit subjects.
Reporting (cont’d)

Short Reports will:
- Be provided in term 2 and 4 of each year.
- Provide a description of the assessment criteria against which the student is being assessed (IB MYP).
- Provide information on students’ attitudes and application in class.
- Provide a student achievement level for all criteria assessed and an overall achievement level (1-7) at the end of the course (IB MYP).
- Provide a progressive grade for 20 credit SACE stage 1 and 2 subjects.

Snapshot Reports will:
- Be provided to all year levels 8-12.
- Be provided in week 4 of every term.
- Give an indication of the current level of achievement students are demonstrating.

Student Achievement Grades:
- Students in years 8-10 will be assessed according to the IB MYP guidelines.
- Students in year 11 and 12 will be assessed according to the SACE Board guidelines.
- Students with learning difficulties may be assessed by the following grading system indicating their level of achievement (refer to Inclusion Policy)
  - I: Achieving Independently
  - S: Achieving with Support
  - T: working towards achievement

Students enrolled in the Special Education Campus will receive reports with comments in the following areas; content, NEP goals and future goals. No grades will be allocated.

Students with special educational needs
Students with learning support requirements including students with EALD backgrounds should have reasonable adjustments made to assessment tasks in order to remove or decrease a disadvantage faced by the student. These adjustments may include changes to the presentation of work or mode of response. Where adjustments are made to aspects of the assessment criteria, the overall learning outcome must remain the same. In cases where tasks are modified parents/caregivers and students will be informed.

Students who require modification to the curriculum will not be eligible for the IB MYP certificate, in this case parents and caregivers will be notified in advance through the NEP process. (Refer to Inclusion Policy)