



REPORTING AND ASSESSMENT

A Guide for Families

2024

Table of Contents

ASSESSMENT AND REPORTING CONTEXT	2
COMMON ASSESSMENT TASKS (CATs)	2
What is a CAT?	2
Assessment Criteria.....	3
CAT Assessment Task.....	3
CAT Grading Components.....	4
SCHOOL ASSESSED COURSEWORK (SACs) & SCHOOL ASSESSED TASKS (SATs)	6
What are SACs / SATs?	6
Yr11 - Unit 1 & 2 Graded Assessment	6
Yr12 - Unit 3 & 4 Graded Assessment	6
VCE Satisfactory Achievement	7
WRITTEN FEEDBACK ON CATs / SACs / SATs	7
PLRs – STUDENT PERSONAL LEARNING REPORTS	8
Reporting Areas.....	8
Reporting Cycles.....	8
SEMESTER REPORTING	8
Years 7-10 Achievement Levels.....	8
VCE / VM / VET Assessment.....	9
Honours and Effort Awards.....	9
APPENDICES	10
1 – Accessing Reports.....	10
2 – Semester Report Samples	11
3 – Accessing Feedback on Assessment Tasks	15

ASSESSMENT AND REPORTING CONTEXT

In 2021 Bass Coast College introduced continuous assessment and reporting. The purpose of this was to provide students and their families with timely results and feedback, to encourage student learning and development throughout a semester and to engage parents in their child's learning journey.

Continuous Assessment is based on the premise that for students to make progress, and for teachers to monitor their own effectiveness, feedback to students needs to be immediate. The concept of providing the students feedback (either in dot point or prose) at the end of a semester is not timely for the semester-based subject or for the teacher to initiate strategies that will make a difference. The process of feedback about student learning is not finite, but a continuum that begins when the student arrives in Year 7.

Assessment is an important part of the educational process. It is how teachers and learners can refine instructional practices to better meet the learning needs of students. A variety of assessment practices are used throughout a unit of work for teachers to gauge student learning and adjust the teaching process as needed. Summative assessments are those that take place after a sequence of Learning has occurred.

At BCC we call these summative assessment tasks CATs (Years 7 – 10) and SACs/SATs (Year11 and 12). At BCC, SAC and SAT terminology is used to familiarise students with the language and processes for scored VCE at Year 12. The purpose of these tasks is to assess student learning against specific benchmarks, against the VCAA curriculum, and provide accurate information for students, families and teachers. The CATs also provide a common task to allow for moderation, discussion and comparison.

COMMON ASSESSMENT TASKS

WHAT IS A CAT?

At BCC student progress is informed by each students' completion of Common Assessment Tasks. A Common Assessment Task (CAT) or at Year 11 and 12 School Assessed Coursework (SAC) / School Assessed Task (SAT) is a piece of work that is undertaken by all students studying that subject at that year level. This is a summative task to assess student understanding following a sequence of learning.

Year 7 – 10 classes will have a minimum of 3 CATs that will report to families per Semester, reported via Compass Learning Tasks.

Families will be able to view the task on Compass, read the task details, how it will be assessed and the due date. Families will subsequently be able to see the level of achievement and teacher feedback for this work after it has been submitted and assessed by the teacher. CATs are significant assessment pieces and, as such, provide essential information for parents and students on their progress.

ASSESSMENT CRITERIA

Students can effectively demonstrate what they know, understand and can do if they are provided with an assessment criterion for an assessment task. Effective assessment criteria:

- are known to the learners
- are clear and explicit
- focus on the important criteria and substance of the task (not every tiny detail)
- allow learners to achieve at a high level
- provide for a range of quality in the work

ASSESSMENT TASK

Effective assessment tasks are designed to enable students to demonstrate knowledge and skills at a range of levels. Tasks should include lower order processes like comprehension, and higher order processes like analysis and evaluation.


When teachers explain the connections between learning intentions, learning activities and assessment tasks, then the students can use success criteria to monitor and progress their learning.

Assessment tasks should:

- reflect the learning program and objectives.
- align to the curriculum achievement standards.
- be integrated into a learning sequence.

CAT GRADING COMPONENTS YEAR 10

For each CAT a student completes they will receive a 'grade' which is a judgement against the Victorian Curriculum Standards based on the marking key (e.g. rubric) communicated at the start of the CAT. This could be given as;

Grading Component On Compass			Description
Overall Grade	% Range	 7-10 Achievement Standard*	
A+	90-100	Higher end of expected achievement standard	The student has demonstrated a detailed and sophisticated understanding of the concepts and skills, and has expressed their knowledge with complexity, creativity and confidence.
A	80-89		
B+	75-79	At expected achievement standard	The student has demonstrated a comprehensive understanding of the concepts and skills, and has used their knowledge to critically evaluate material, and express their knowledge in an insightful way.
B	70-74		
C+	65-69		The student has demonstrated a strong understanding of concepts and skills and has consistently and effectively applied this knowledge to new learning.
C	60-64		
D+	55-59		
D	50-54	The student has demonstrated a sound understanding of concepts and skills and has applied this knowledge to new learning.	
E+	45-49	Lower end of expected achievement standard	The student has displayed a basic understanding of concepts and skills and has demonstrated that understanding in a reasonable way.
E	40-44		
UG	0-39	Working towards expected achievement standard	The student has shown a limited understanding of concepts and skills and has communicated their knowledge, but at a very low level.
NA	NA	Not Submitted	The student has been unable to submit the task for assessment for an approved reason or the task was not formally assessed.

* The '7-10 Achievement Standard' represents a grading component used via Compass for Learning Tasks such as CATs. The component also includes descriptors 'Working above the expected standard' and 'Working well above the expected standard'. Students identified as:

- 'Working Above the Expected Standard' = Working at 6 months ahead
- 'Working Well Above the expected standard' = Working at 12+ Months Ahead.

CAT GRADING COMPONENTS YEAR 7-9

For each CAT a student completes they will receive a 'grade' which is a judgement against the Victorian Curriculum Standards based on the marking key (e.g. rubric) communicated at the start of the CAT. This could be given as;

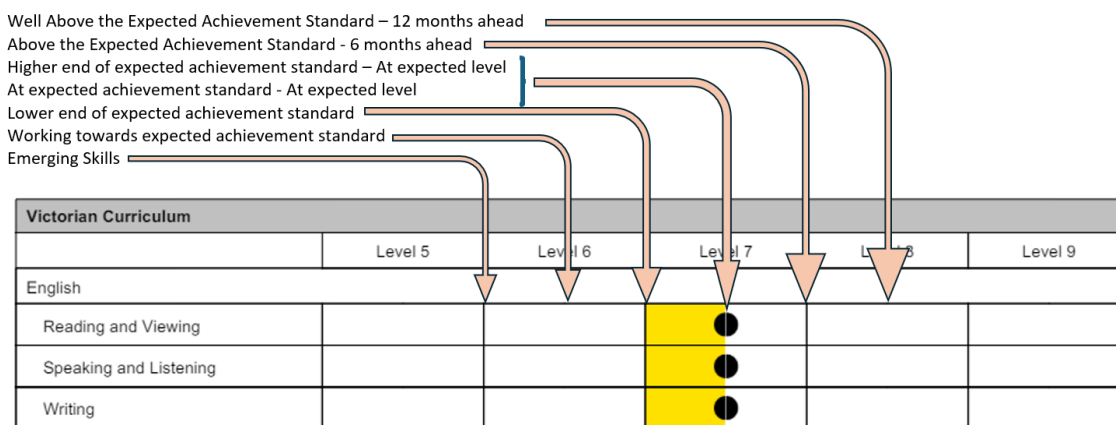
Grading Component on Compass ★ 7-9 Achievement Standard	Description
Well Above the Expected Achievement Standard	The student has demonstrated they are working 12 months ahead of the expected level.
Above the Expected Achievement Standard	The student has demonstrated they are working 6 months ahead of the expected level.
Higher end of expected achievement standard	The student has demonstrated a detailed and sophisticated understanding of the concepts and skills, and has expressed their knowledge with complexity, creativity and confidence.
At expected achievement standard	The student has demonstrated a strong understanding of concepts and skills and has consistently and effectively applied this knowledge to new learning.
Lower end of expected achievement standard	The student has displayed a basic understanding of concepts and skills and has demonstrated that understanding in a reasonable way. Working 6 months behind the expected level.
Working towards expected achievement standard	The student has shown a limited understanding of concepts and skills and has communicated their knowledge, but at a low level. Working 12 months behind the expected level.
Emerging Skills	The student has shown a minimal understanding of concepts and skills and has communicated their knowledge, but at a very low level. Working more than 12 months behind the expected level.
Not Submitted	The student has been unable to submit the task for assessment for an approved reason or the task was not formally assessed.
NA	Student has been absent for a substantial amount of time at the time of assessment.

The use of percentages to form a mark will be dependent on the KLA through moderating student performance so that it links to the Victorian Curriculum and what has been explicitly taught in class. The use of rubrics that have been rigorously designed to complement the assessment is highly recommended.

LINKING THE GRADING COMPONENT ON COMPASS TO THE VICTORIAN CURRICULUM

The example (below) demonstrates the expected Victorian Curriculum achievement standard for a Year 7 student at the end of Semester 1. This diagram aims to support students, parents and guardians with interpreting the 'dot pt' and the related achieved standard.

A student in Year 8 would be one year ahead and therefore a whole level ahead below.



SCHOOL ASSESSED COURSEWORK (SACs) & SCHOOL ASSESSED TASKS (SATs)

WHAT ARE SACs & SATs? – GRADED ASSESSMENT

During VCE, School Assessed Coursework (SACs) / School Assessed Tasks (SATs) include work undertaken by all students studying that subject at that year level. This is a summative task to assess student understanding following a sequence of learning. Performance in these assessments is used to indicate a student's overall level of achievement in the unit. These are reported on throughout the semester continuously to provide students with immediate feedback on performance and areas for improvement. SACs are conducted in most studies and are conducted under specific set conditions. SATs are often partially completed at home with all student work subject to official authentication procedures. SATs are usually conducted in VCE units that include larger production work as an assessment component (e.g. Product Design Technology, Studio art).

YEAR 11 - UNITS 1 AND 2 GRADED ASSESSMENT

- Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
- Assessment of levels of achievement for these units are not reported to the VCAA.
- Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
- Use of the "SAC / SAT" terminology enables familiarity in preparation for Unit 3 & 4 subjects.
- SACs / SATs should be reported as a score indicating each students' exact level of achievement for a specific task.
- Feedback for each task will be provided that enables student understanding of their achievement and how they could improve.
- Feedback can also include other transparent measures (e.g. rubric) that reflects a student's achievement in relation to the relevant assessment criteria.

YEAR 12 - UNITS 3 AND 4 GRADED ASSESSMENT

- The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4.
- The nature and weighting of designated assessment tasks are provided in the details for each unit in VCE Study Designs. These will be communicated explicitly with students as an introduction to the Unit requirements.
- SACs / SATs should be reported as a score indicating each students' exact level of achievement for a specific task.
- Any scores are preliminary and may change during VCAA statistical moderation. The statistical moderation process is applied to ensure a school's assessment scales are comparable throughout the state. It involves adjusting each school's coursework scores for that study to match the level and spread of external examination results (including the GAT where applicable).
- Feedback for each task will be provided that enables student understanding of their achievement and how they could improve.
- Feedback can also include other transparent measures (e.g. rubric) that reflects a student's achievement in relation to the relevant assessment criteria.
- The student's final level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework SACs / SATs as specified in the VCE Study Designs, and external assessment.
- The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded).

VCE SATISFACTORY COMPLETION (SEMESTER REPORTING)

- The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
- Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.
- Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.
- The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.
- Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory)

WRITTEN FEEDBACK ON CATs/SACs/SATs ON COMPASS

As well as providing feedback in the form of a grading component, teachers will also provide written feedback for each student on each CAT / SAC / SAT. This feedback will contain areas of achievement and areas of improvement with specific suggestions that the student can use for future improvements.

- Comments made are directed to the students.
- Comments are focused on both achievements and improvements.
- Comments are specific for the task.
- Comments provide next steps for students to improve their learning.

PLRs – STUDENT PERSONAL LEARNING REPORTS

****BCC will introduce a new PLR model for reporting in Semester 2 2024 – this will take effect for cycles #3 and #4. Parents/Guardians will be introduced to new PLR model via Compas in early Term 3. The learning habits reported upon in the upcoming model include Organisation, Punctuality, Behaviour & Work Ethic.**

The information below provides details regarding the current PLR process used in Semester 1, 2024.

As a component of continuous reporting, Personal Learning Reports (PLRs) are designed for students, and their parents/carers, to review progress. This report focuses on Learning Behaviours for students (e.g. classroom effort, attitudes to learning) and does not provide an academic assessment or feedback on task completion. A graphic that represents student PLR learning behaviour information is included on Semester reports. PLRs are the predominant source for determining effort awards at the Presentation Ceremonies at the end of the year.

REPORTING AREAS

Teachers describe students' level of development in three categories of Learning Behaviour. Each category contains a range of behaviours that are considered when determining a student's level of development. These behaviours are listed in the Area of Assessment marking key that is available on our school web page and can be supplied as a hard copy on request. The current reporting areas were developed in response to feedback received as part of a review process in 2019.

The "Areas of Assessment" (including a description) and "Performance Descriptors" are provided below;

BEHAVIOUR	PERFORMANCE DESCRIPTOR
<ul style="list-style-type: none"> Respects peers, staff and the school Displays positive, welcoming and inclusive behavior, respecting individual differences Understands and demonstrates core values (Respectful, Safe, Responsible) 	WELL DEVELOPED
	DEVELOPED
	DEVELOPING
	NEEDS ATTENTION
	*NOT ASSESSED

EFFORT	PERFORMANCE DESCRIPTOR
<ul style="list-style-type: none"> Arrives to class on time Comes to class prepared with equipment Focuses on learning tasks throughout class Consistently completes and punctually submits set tasks Seeks and accepts feedback as an opportunity to improve 	WELL DEVELOPED
	DEVELOPED
	DEVELOPING
	NEEDS ATTENTION
	*NOT ASSESSED

ATTITUDE TO LEARNING	PERFORMANCE DESCRIPTOR
<ul style="list-style-type: none"> Displays persistence– keeps trying when work is challenging Demonstrates resilience – bounces back from setbacks, viewing them as an opportunity to learn Asks questions to improve understanding Engages in the learning Effectively collaborates with peers 	WELL DEVELOPED
	DEVELOPED
	DEVELOPING
	NEEDS ATTENTION
	*NOT ASSESSED

*Not Assessed – student has not had sufficient attendance in class for an accurate assessment of their learning behaviours to be made.

PLR REPORTING CYCLES

PLRs are scheduled on FOUR occasions (TWO per semester). These have been as evenly spread as possible. This is to provide regular formative feedback to students and parents. The planned dates for PLR cycles in 2024 are listed below;

Cycle	Term / Week
1	Term 1 - Week 6
2	Term 2 – Week 6
3	Term 3 – Week 6
4	Term 4 – Week 4

SEMESTER REPORTING

In addition to continuous reporting, Semester Reporting is provided for students and their parents / carers. Schools are required to formally report student achievement and progress to parents / carers at least twice per school year for each student enrolled at the school. The report must be:

- a written report (print or digital)
- in an accessible form, and
- easy for parents / carers to understand.

Schools must report directly against the [Victorian Curriculum F-10 achievement standards](#).

Both student achievement and progress must be included in the report.

Opportunities must be provided for parents / carers and students to discuss the school report with teachers and / or school leaders. These are provided through parent / teacher conferences either face to face or via a digital communication platform (e.g. Teams, Webex) depending on the current health advice outlined in the DET Schools Operations Guide.

There may be specific instances where a school decides in partnership with an individual student and their parents / carers that an alternative to a full report for that student is appropriate.

A summative Compass based report format has been developed to compliment continuous reporting while satisfying DET requirements.

In summary, semester reports include 4 main parts;

- Class Attendance Percentage (Imported from Compass)
- Victorian Curriculum Level of Achievement (The “dots” on the sliding “level” scale)
- Demonstrated level of knowledge and skills (chosen from Victorian Curriculum - teachers will choose a rating for each from drop down menu)
- Final Overall Grade (A-E, UG, N – represents student achievement in all CATs/SACs/SATs in semester)
- Personal Learning Behaviours (Imported from Compass PLRs)

YEARS 7-10 ACHIEVEMENT LEVELS

Year 7-10 reports include a student’s level of achievement against the Victorian Curriculum learning continuum. The expected level of achievement often correlates with a student’s year level from 0-11 however student achievement may vary when they are working above or below expected standard. (a legend is provided on each individual report page). For the purpose of this report, all work completed by the students during the semester may be included in this teacher judgement.

DNP (Did Not Participate) is used when students are not being assessed in a curriculum area for the entire reporting period. A DNP would be used when there is not a suitable amount of evidence of a student’s level of achievement due to special circumstances.

DNP special circumstances include;

DNP-LP: Low participation – often absent and/or had a low level of participation.

DNP-EX: Exemption – exempt from assessment in this curriculum area.

DNP-AB: Absent – extended absence without reasonable excuse, including extended holidays.

DNP-LE: Late enrolment – student was enrolled in the school towards or at the end of reporting period.

DNP-SI: Serious illness – the student was seriously ill during the reporting period.

VCE / VM / VET ASSESSMENT

Outcomes for VCE and VM will be assessed as Satisfactory or Not Satisfactory (S/N).

A Not Assessed (NA) grade will be used only if assessment timelines have been adjusted by the VCAA.

An overall “Level of Achievement” grade (A+ to UG) is provided in Yr11 VCE reports to assist students, parents and teachers to gauge student progress into the Yr12 program. The grade is generated from the relative contribution of student results for SACs / SATs.

VET Units of Competency will be assessed according to level of completion.

Parents are directed to student Learning Tasks (CATs / SACs / SATs) on Compass for more detailed feedback. Results and comments should be available and accessible to students and parents for CATs / SACs / SATs.

HONOURS AND EFFORT AWARDS






Honours and Effort awards are nominated by teachers utilizing the criteria below;

AWARD	CRITERIA
HONOURS	<ul style="list-style-type: none">• Student achieved a Final Grade of A or A+• Student currently above and well above expected achievement standard
EFFORT	<ul style="list-style-type: none">• Arrives to class on time• Comes to class prepared with equipment• Focuses on learning tasks throughout class• Consistently completes and punctually submits set tasks• Seeks and accepts feedback as an opportunity to improve

The award of Honours and Effort certificates will be determined by accumulation over the academic year. Awards are distributed at respective year level presentation ceremonies at the conclusion of the academic year.

APPENDIX

ACCESSING SEMESTER REPORTS & PERSONAL LEARNING REPORTS (PLRs)

-  **Profile** (Attendance, Schedule, Reports)
-  Send email to Luke's teachers
-  Add Attendance Note (Approved Absence/Late)
-  View Academic Reports
-  Book Parent Student Teacher Conference

After logging into Compass, click on "Profile."

Dashboard Schedule Learning Tasks Attendance **Reports** Analy

Reports

- Reporting Cycle
- 2021 - Semester Two
- 2021 - Semester One
- 2020 - Semester Two

Click on "Reports" tab.
Choose most recent Reporting Cycle to view Semester Reports.

Cycle: WSC PLR C1 2022

- The FIRST classroom e WSC PLR C1 2022
- WSC PLR Cycle 3 2021
- WSC PLR C2 2021
- WSC PLR C1 2021
- WSC RLR (Remote Learning Report) S2 2020
- Design & T Neil AUSTI WSC PLR (Personal Learning Report) C4 2019
- English Uni Harley SPIE WSC PLR (Personal Learning Report) C3 2019
- WSC PLR (Personal Learning Report) C2 2019
- WSC PLR (Personal Learning Report) C1 2019
- Mathemati Alan MCM/ WSC PLR (Personal Learning Report) C4 2018
- WSC PLR (Personal Learning Report) C3 2018
- Physics Un Peter EPIFA WSC PLR (Personal Learning Report) C2 2018
- WSC PLR (Personal Learning Report) C1 2018
- Specialist Peter EPIFA WSC PLR (Personal Learning Report) C4 2017
- WSC PLR (Personal Learning Report) C3 2017
- WSC PLR (Personal Learning Report) C2 2017

Choose most recent PLR Cycle to view Personal Learning Reports.

APPENDIX

SEMESTER REPORT SAMPLES

YEARS 7-9



9 English

[Redacted]

Teacher: [Redacted]
Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	85

The Year 9 English program aims to create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. The Year 9 English program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Victorian Curriculum					
	Level 7	Level 8	Level 9	Level 10	Beyond Level 10
English					
Reading and Viewing			6 --- ●		
Speaking and Listening			6 --- ●		
Writing			6 --- ●		
<p>Legend</p> <ul style="list-style-type: none"> ⓧ Previous result, x months ago ● Your child's achievement this semester --- Your child's progress ■ The expected level of achievement 					

Continuous Reporting

Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.

This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Recognition of Achievement	
Recommended for Effort Award	Yes

APPENDIX
 SEMESTER REPORT SAMPLES
 YEARS 10



10 Health Education

[Redacted Student Name]

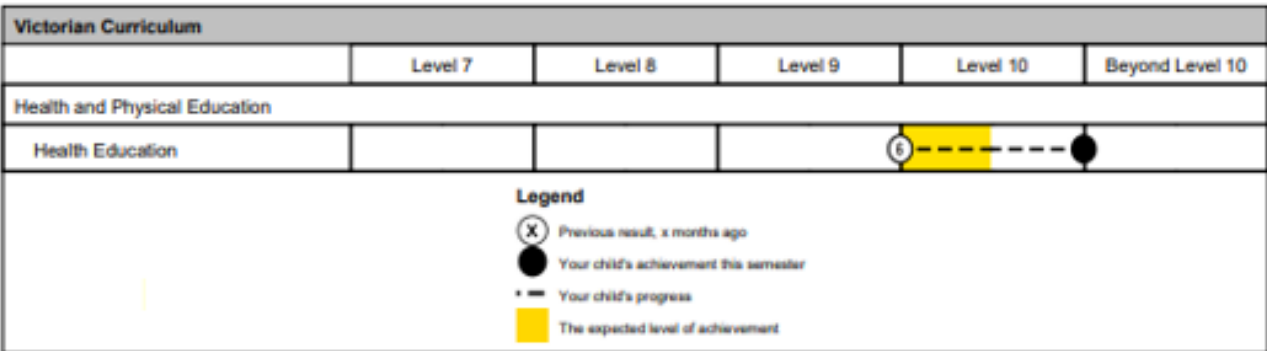
Teacher: [Redacted]
 Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	89

The aim of this subject is to understand and apply a range of actions that could be undertaken to enhance students' own health, safety and wellbeing. Students identify and analyse factors that contribute to respectful relationships, as well as learn to apply critical thinking when making nutritional choices. They access and apply health information from credible sources and investigate community resources available to improve the health of youth.

Areas of study include:

1. Understanding dimensions of health and wellbeing
2. Nutrition and food marketing
3. Respectful Relationships
4. Youth Health Issues



Demonstrated Level of Knowledge and Skills							
Personal, Social and Community Health	N/A	Not Submitted	Emerging	Working Towards the Standard	At the Standard	Above Standard	Well Above Standard
Personal, Social and Community Health						✓	
Personal and Social Capability							
Personal and Social Capability						✓	

Continuous Reporting

Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.

This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Semester Result	Overall Result	A+
------------------------	-----------------------	-----------

Recognition of Achievement	
Recommended for Honours Award	Yes
Recommended for Effort Award	Yes

APPENDIX

SEMESTER REPORT SAMPLES

VCE



Health & Human Development Unit 1/2

Teacher: [REDACTED]
Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	97

UNIT 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at nutrition, the possible consequences of nutritional imbalances as well as the social, cultural and practical factors that act as enablers and barriers to healthy eating.

Victorian Certificate of Education (VCE) Outcomes	
Health perspectives and influences	S
Health and nutrition	S
Youth health and wellbeing	S

Continuous Reporting

Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.

This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Semester Result	Overall Result
	A

Recognition of Achievement	
Recommended for Honours Award	Yes
Recommended for Effort Award	Yes



English Unit 3/4

Teacher: [REDACTED]
Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	95

UNIT 3

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and write critically and creatively in response to a diverse range of texts and prompts. By developing broad skills in communication and reflection, the study of English enables students to confidently participate in their dynamic multicultural world.

Victorian Certificate of Education (VCE) Outcomes	
Reading and responding to texts	S
Creating texts	S

Continuous Reporting

Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.

This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Recognition of Achievement	
Recommended for Effort Award	Yes

APPENDIX

SEMESTER REPORT SAMPLES

VOCATIONAL MAJOR (VM)



VM Personal Development

[Redacted]

Teacher: [Redacted]
Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	86

UNIT 3
The purpose of the VM Personal Development Skills (PDS) unit is to develop a student's knowledge, skills and attributes that lead to self-development and community engagement. Unit 3 focuses on the role of interpersonal skills and and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

VCE Vocational Major Outcomes	
Social awareness and interpersonal skills	S
Effective leadership	S
Effective teamwork	S

Semester Result	Overall Result
	S

VET



VET Cert III Sport & Recreation Unit 3/4

[Redacted]

Teacher: [Redacted]
Bass Coast College - 2024 - Semester One

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	94

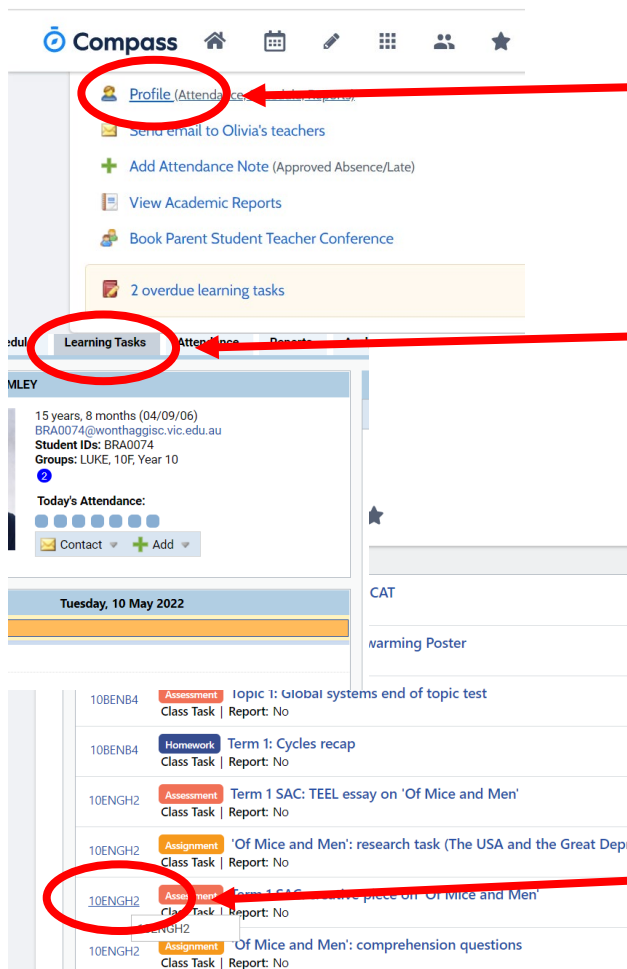
SIS30115 - CERTIFICATE III in SPORT AND RECREATION
Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Students cover a range of different competencies that give them the understanding required to perform such tasks. In the Outdoor Focus class, students place a high emphasis on the Outdoor Recreation sector and learn about planning and guiding outdoor sessions. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

VET Competencies	
BSBWHS303 - Participate in WHS hazard identification, risk assessment and risk control	Competent
SISSCO001 - Conduct Sport Coaching sessions with foundation level participants	Yet To Do
SISXCAI004 - Plan and conduct programs	Competent
SISXCAI006 - Facilitate groups	Competent
SISXRES002 - Educate user groups	In Progress

Recognition of Achievement	
Recommended for Honours Award	Yes
Recommended for Effort Award	Yes

APPENDIX

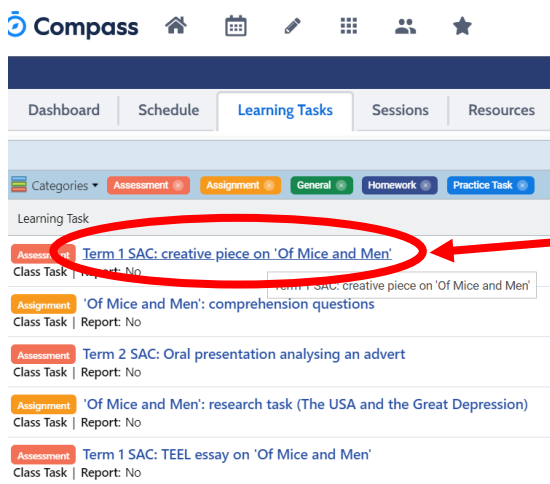
ACCESSING FEEDBACK ON ASSESSMENT TASKS



After logging into Compass, click on "Profile."

Click on "Learning Tasks."

Click on the code of the subject that you would like to access.



A list of assessment tasks will appear for that subject.
Click on the task you would like to view.

Learning Task - Term 1 Creative piece on 'Of Mice and Men'

Task Details **Feedback**

Grades

Any assessment results provided below are raw scores and may change during school or state based statistics process is used to ensure that schools' assessments are comparable throughout the state. It involves adjusting spread of the combined examination and GAT scores for the students in that school doing that study. For more

Performance	Very Good
Things you did well	Your piece demonstrates deep understanding. Your written explanation was clear. Just here is clear evidence of proof-reading.
Areas to improve	Try to add more of the author's language (etc). Some of her thoughts could have been supported by adding more quotes and/or language. Some of the phrases you use seem out of character.

Click on the "Feedback" tab.

A grade for the task is provided (see "Grading Components")

Written feedback is provided for CATs / SACs / SATs.