ASSESSMENT AND REPORTING POLICY

Global Village Learning Ltd

Proprietor	Global Village Learning Ltd (ABN 52 090 773 470)
School	Global Village Learning
Policy owner	Board of Directors
Responsible officer	Executive Director, with Campus Lead for day-to-day implementation
Date adopted	**Update October 2026** March 2026 (originally created 2011; reviewed 2015, 2018, March 2026)
Review cycle	Every three years
Next review	2029
Regulatory context	ETR Act 2006 (Vic); Schedule 4 clause 3, ETR Regulations 2017 (Vic); Australian Education Regulations (Cth) division 3 clause 59; ACARA Australian Curriculum v9.0; Montessori National Curriculum (2021)

1. Rationale

Global Village Learning (GVL) views consistent, regular assessment as essential to the provision of high-quality education. Young people at GVL work through the Montessori National Curriculum (F-6) and GVL's inquiry-based curriculum (7-10), both cross-mapped to the ACARA Australian Curriculum, at an individual pace. Guides are therefore continuously evaluating and assessing each young person's progress. Each young person's Individual Learning Plan (ILP) is the most important source of learning evidence.

GVL is committed to maintaining strong, transparent communication with families, keeping them informed of each young person's development and individual learning progress.

2. Aims of this Policy

- To assess and monitor the achievement of progress of each young person accurately and comprehensively.
- To report achievement of progress to parents and guardians in a form that is accessible, meaningful, and compliant with Commonwealth and Victorian reporting requirements.
- To use assessment evidence to drive improvements in teaching practice and learning outcomes.

3. Policy statements: monitoring, assessment and reporting

3.1 Ongoing assessment and monitoring

There is ongoing assessment, monitoring and recording of each young person's learning at GVL. Guides undertake continuous assessment using a range of formal and informal tools across each learning cycle. Assessment is documented and informs each young person's ILP.

GVL's primary assessment tools include:

- ACER PAT Reading, PAT Maths, and PAT Science, administered at least twice per year.
- NAPLAN for Years 3, 5, 7 and 9, administered annually.
- Observation, anecdotal notes, and running records.
- Work samples, project artefacts, and portfolio evidence.
- Goal-setting and reflection records from Learning Huddles.
- Individual Learning Plan records.

3.2 The GVL Learner Profile and Learning Huddles

GVL's primary reporting instrument is the GVL Learner Profile. The Learner Profile is a comprehensive, longitudinal record of each young person's learning journey, accessible to families at all times through the parent portal in Compass.

Learning Huddles are structured conversations between each young person, their family, and their Guide. Huddles are held eight times per year and are the primary mechanism for reflection on learning, goal-setting, and family partnership. The Huddle cycle operates in parallel with the Learner Profile reporting cycle.

The Learner Profile is formally updated four times per year. Each formal update draws on the evidence and goal-setting from the preceding Huddles, together with ACER PAT data, observation, work samples, and ILP records. Parents and guardians are notified through Compass each time the Learner Profile is formally updated.

Each formal update of the Learner Profile constitutes a written report to parents and guardians for the purposes of Schedule 4 clause 3 of the Education and Training Reform Regulations 2017. The four annual formal updates exceed the minimum requirement of two written reports per year.

Parents and guardians have access to current and historical Learner Profile data at all times. Each update is retained and can be viewed or downloaded as a PDF through the Compass parent portal.

The Learner Profile includes the following components:

- Growth and Impact Framework skills: a 0-5 scale assessment of the young person's development across GVL's agency, mastery, and community connection framework, tracked across sessions.
- Connected Capabilities: a 0-5 scale assessment of transferable skills including communication, collaboration, critical thinking, creativity, citizenship, and confidence, tracked across sessions.
- Literacy, Mathematics and Science growth: ACER PAT scaled scores displayed across testing periods, with links to ACER band descriptors.
- Achievement for progress in English, Mathematics and Science (five-point scale), determined by the Guide through professional judgement against the relevant ACARA Australian Curriculum v9.0 achievement standards.
- Goals and reflections: learner-authored achievement records, capability goals, and support needs documented each Huddle cycle.
- Guide comment: a written comment from the young person's Guide each reporting cycle addressing progress, strengths, and next steps across learning areas.

3.3 Achievement reporting against Australian Curriculum standards

GVL reports achievement for progress by reference to the relevant ACARA Australian Curriculum v9.0 F–10 achievement standards.

Achievement for progress in English, Mathematics and Science is reported using a five-point scale in accordance with Commonwealth reporting requirements. The Guide determines the rating that best represents the young person's demonstrated achievement for progress against the relevant year-level

ACARA Australian Curriculum v9.0 achievement standard, with the year-level standard representing the midpoint of the five-point scale.

For young people in Years 1 to 6, progress ratings in English, Mathematics and Science are determined against the relevant ACARA Australian Curriculum v9.0 year-level achievement standards and include an assessment of the young person's achievement in relation to the performance of their peer group. PAT normed data provides national peer-comparison context but does not replace the Guide's standards-based professional judgement.

Guides determine achievement for progress through informed professional judgement. They consider the relevant ACARA Australian Curriculum v9.0 achievement standard alongside multiple sources of evidence, including observation, work samples, ILP records, Learning Huddle evidence, and PAT data where available. No single assessment result determines the rating.

The Guide's use of the ACARA Australian Curriculum v9.0 achievement standards is the professional basis for determining the reported rating. The detailed standards-referencing process is not necessarily explicitly communicated to young people or families. Reports and Learning Huddles instead communicate the resulting rating, evidence of progress, strengths, and next steps in accessible language, while further explanation may be provided when requested or where needed to support understanding.

Progress in the remaining five learning areas (Humanities and Social Sciences, The Arts, Languages, Health and Physical Education, and Technologies) is reported through written Guide comments in the Learner Profile each cycle. Guides draw on relevant ACARA Australian Curriculum v9.0 achievement standards and available evidence to provide an objective assessment of progress and achievement in each area studied. The comments communicate progress, strengths, and next steps in accessible language and may indicate whether the young person is working within, at, or beyond the expected year-level standard.

3.4 Parent and guardian access and communication

- Each parent or guardian has access at all times to accurate, current information about their young person's performance at GVL through the Learner Profile in the Compass parent portal.
- Parents and guardians are notified each time the Learner Profile is formally updated, with a minimum of four formal update notifications per year.
- GVL holds Learning Huddle sessions eight times per year, with each young person, family, and Guide. These conversations provide multiple structured opportunities throughout the year for families to meet with Guides, review progress, and set goals.
- Parents also receive regular informal communication throughout the year through email, meetings, and conversations.
- NAPLAN results are provided to parents in the form issued by ACARA.

3.5 Personalised Learning Plans

- Every young person has a Personalised Learning Plan (PLP), also referred to as an Individual Learning Plan (ILP). The ILP is updated as part of the Learner Profile update cycle, a minimum of four times per year. Goals and strategies are discussed with parents and feedback is provided at each Learning Huddle.
- Learning adjustments are made for young people with additional learning needs. These adjustments are documented in the ILP, on adjustment sheets, and in individual files.
- Learning adjustments are reported under the Nationally Consistent Collection of Data (NCCD) requirements.
- Adjustments may be made for young people working remotely, refined according to individual circumstances and learning needs.

3.6 Compliance with Commonwealth reporting requirements

GVL's Learner Profile and assessment reporting practices are designed to meet the requirements of the Australian Education Regulations (Cth) division 3 clause 59, including:

- Reporting to each parent or guardian responsible for the young person at least twice a year (GVL reports formally four times per year, and provides additional Learning Huddle conversations eight times per year).
- Young Persons reports that are easy to read and understand.
- For young people in Years 1 to 6, an accurate and objective assessment of the young person's progress and achievement.
- Guide determination of achievement against the relevant ACARA Australian Curriculum v9.0 F–10 achievement standards, informed by multiple sources of evidence and, where required, consideration of peer-group performance.
- Assessment of achievement for each learning area studied.
- Reporting against a five-point scale of achievement standards for English, Mathematics, and Science.

4. Assessment tools

Guides undertake a range of assessments and provide feedback to young people and parents throughout the GVL year.

Informal (formative) assessment

- Observation and anecdotal notes
- Questioning and discussion
- Goal setting and reflection
- Work samples and project artefacts
- Presentations and demonstrations
- Running records
- Learning Huddle records

Formal (diagnostic and summative) assessment

- ACER PAT Reading, PAT Maths, and PAT Science, administered at least twice per year
- NAPLAN, administered annually in Years 3, 5, 7, and 9

This range of assessment evidence enables Guides to make informed, comprehensive professional judgements about each young person's learning against the relevant ACARA Australian Curriculum v9.0 achievement standards. These judgements inform achievement ratings, teaching practice, goal-setting, the ILP, and the Learner Profile.

Assessment is administered consistently, fairly, transparently, and in a timely manner. PAT and NAPLAN assessments are administered by VIT-registered Guides with relevant training.

5. Learning outcomes strategy

GVL maintains a documented strategy to improve learning outcomes. This strategy is embedded in GVL's assessment and curriculum review processes and includes:

- Goals and targets for each young person set through the ILP process and reviewed at each Learning Huddle.
- Identification and support of young people at risk, documented in ILPs and tracked through PAT data trends, NAPLAN results, and Guide observation.
- Data collection from PAT, NAPLAN, NCCD records, Learning Huddle outcomes, and work samples.

- Analysis of data at individual, group, and whole community level to identify patterns and inform teaching practice.
- Annual review of learning outcomes data as part of the curriculum review cycle described in the Curriculum and Teaching Practice Review Policy.

The Campus Lead and Executive Director are responsible for overseeing the learning outcomes strategy and ensuring it is reviewed annually.

6. Remote learning

- Personalised Learning Plans are written for all young people, including those learning remotely.
- Goals are contextualised based on learning needs and other external factors that may affect learning.
- Reasonable adjustments are made in setting goals and targets where internal and external factors, including remote learning, may affect a young person's accessibility to learning.

7. Scope

This Policy applies to young people, parents, Guides, education support staff, and the leadership team at Global Village Learning.

8. Roles and responsibilities

Role	Responsibilities
Executive Director	Ensures assessment, monitoring, and reporting of learning outcomes is performed in accordance with this Policy.
Campus Lead	Responsible for the day-to-day implementation of this Policy at the New Gisborne Campus.
Guides	Maintain accurate, current assessment records; use multiple sources of evidence and the relevant ACARA Australian Curriculum v9.0 achievement standards to determine achievement ratings through professional judgement; facilitate Learning Huddles eight times per year; and complete Learner Profile updates four times per year in accordance with the reporting cycle.

9. Communication of this Policy

- This Policy is communicated to staff and uploaded to GVL's shared document folder.
- Families receive accessible information about achievement ratings, evidence of progress, strengths, and next steps through the Learner Profile and Learning Huddles. The detailed professional process by which Guides reference ACARA Australian Curriculum v9.0 achievement standards need not be explicitly described unless further explanation is requested or needed.

10. Policy review

The governing body (GVL Board) reviews this Policy every three years.

11. Related documents

- Curriculum Delivery Policy
- Curriculum and Teaching Practice Review Policy
- Assessment Policy for VCE VM and VPC
- Individual Learning Plan template and guidance

Endorsement

Endorsement	28 October 2026
Endorsed by	Global Village Learning Board
Next review	2029