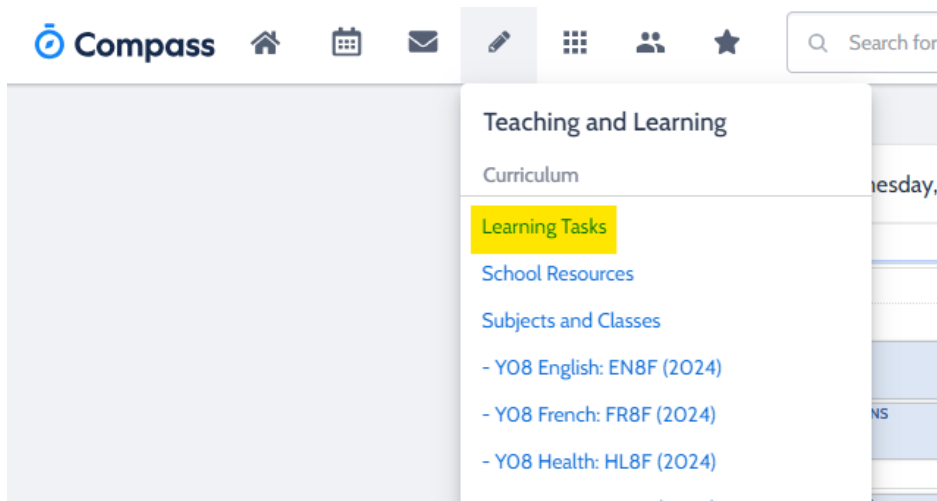


Frankston High School has transitioned to a **continuous reporting** model in 2024 to support student learning by providing constructive, supportive, and timely feedback to students and parents/carers. Students will have greater capacity to engage in their learning by applying the suggested strategies for further development during the semester.

The **Learning Task** module of Compass is the platform for students to receive feedback about key assessment tasks throughout the semester. These will take the form of **Common Assessment Tasks (CATs)** from Years 7 – 10. At VCE, these take the form of **School Assessed Coursework (SAC)** tasks as well as **School Assessed Tasks (SATs)** for Arts and Technology Subjects. VCE Vocational Major subjects will also have reported **Assessment Tasks**.

To view a student’s Learning Tasks, you can select the pencil icon in the Compass taskbar, then choose Learning Tasks:



This will show a summary of Learning Tasks for all subjects.

Dashboard				Schedule	Learning Tasks	Attendance	Reports	Analytics	Insights	Communications	
Show Hidden Tasks				Turn off code grouping	Academic Year: (Currently Relevant)						
Categories				Assessment	Assignment	General	Homework	Practice Task			
Learning Task	Status	Result	Actions								
EN8F (EN8 Y08 English)											
Assessment Semester 1: CAT 1 – Personal Response Journal and Oral Reflection	Due date: 27/03/24 04:00 PM	A+	🔧								
Class Task   Report: Yes	Submitted: <span style="color: green;">✔</span> On Time										
FR8F (FR8 Y08 French)											
Assessment Semester 1: CAT 2 – Language Production (Writing)	Due date: No due date	-	🔧								
Class Task   Report: Yes	Submitted: <span style="background-color: #ccc;">⏸</span> Pending										
Assessment Semester 1: CAT 4 – Culture	Due date: No due date	-	🔧								
Class Task   Report: Yes	Submitted: <span style="background-color: #ccc;">⏸</span> Pending										
Assessment Semester 1: CAT 1 – Comprehension (Listening and Reading)	Due date: No due date	-	🔧								
Class Task   Report: No	Submitted: <span style="background-color: #ccc;">⏸</span> Pending										
Assessment Semester 1: CAT 1 – Comprehension (Listening and Reading)	Due date: No due date	-	🔧								
Class Task   Report: Yes	Submitted: <span style="background-color: #ccc;">⏸</span> Pending										
Assessment Semester 1: CAT 3 – Language production (Speaking)	Due date: No due date	-	🔧								
Class Task   Report: Yes	Submitted: <span style="background-color: #ccc;">⏸</span> Pending										

If you click the name of a Learning Task, you will further details about the assessment. There may be attachments such as task sheets or assessment rubrics that you can also access to provide further guidance. Tasks, and the conditions in which they are administered, are consistent between all classes of that subject in that year level, regardless of the student’s teacher.

Learning Task - Semester 1: CAT 1 – What is Health Presentation

**Task Details** | Feedback

**Name:** Semester 1: CAT 1 – What is Health Presentation  
**Due Date:** 11/03/2024 11:00 PM  
**Online Submission Enabled:** Yes

Students will produce a multimedia presentation analyzing health data from a survey conducted on their family and friends to demonstrate their understanding of the topics and concepts covered in the topic of 'What is health'?

**Attachments**

📎 CAT #1 2023

**File Upload | Submitted late**

+ Create Submission

Filename	Submitted	
What is Health Presentation...	11/03 01:10 PM	📄
What is Health Presentation...	12/03 11:18 AM	📄

Feedback will be published within **two weeks** of the completion or submission of a task, and will be accessible in the **Feedback** tab of the task. Each reportable Learning Task will have a comment provided outlining **areas of achievement**, and **areas of growth**. There will also be a letter grade provided (Years 7 to 10) and percentage (VCE).

Learning Task - Semester 1: CAT 1 – What is Health Presentation

**Task Details** | **Feedback**

**Grades**

Any assessment results provided below are raw scores and may change during school or state based statistical assessment moderation. The statistical, state based, moderation process is used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study. For more information on assessment moderation, please contact the school.

<b>Letter Grade</b>	<b>A+</b>
<b>Comment (Open)</b>	<b>Well done, [redacted]! You were able to produce a presentation that highlighted your data analysis skills and knowledge of the dimensions of health and wellbeing. You were able to manage your class time effectively to produce a high quality presentation.</b>

**What is Health? (Rubric)**

Criteria	0	1	2	3	4	5
<b>Dimensions of health</b> • Clearly defined each dimension • Provided multiple examples of each • Explain how dimensions of health can interrelate	■ You are unable to provide a description for some of the 5 dimensions	■ You are able to provide a limited description for some of the 5 dimensions	■ You are able to provide a description for some of the 5 dimensions and some relevant examples	■ You are able to provide a detailed description for some of the 5 dimensions with an example for each	■ You are able to provide a description for all 5 dimensions and multiple examples for each. One example of an interrelationship has been provided	■ You are able to provide a detailed description for all 5 dimensions, examples of each and several explanation of how they interrelate
<b>Data analysis</b> • Summary of each data piece • How dimensions of health may have influenced results	■ You are not able to identify any findings in the data	■ You can identify findings in the data	■ You are able to identify findings in the data, outlining which dimension of health this relates to	■ You are able to identify findings in the data, predicting the possible impact on a dimension of health	■ You are able to identify findings in the data, predicting the possible impact on the dimensions	■ You are able to identify findings in the data, predicting the possible impact on the dimensions

**Conversation**

Add comment...

Students and parents/carers should be **regularly checking Learning Tasks** to ensure they are engaging with the feedback provided by teachers. This feedback is designed to be task-specific, skill-based and actionable so students can implement it throughout the semester to improve their learning.

At Years 7 to 10, grades are provided in addition to comments. The following grading scale will be used for all Year 7 to 10 CATs from 2024 onwards:

Grade	Descriptor	Percentage
A+	Exceeding	90 - 100
A		80 - 89
B+	Strong	75 - 79
B		70 - 74
C+	Competent	60 - 69
C		50 - 59
D+	Developing	45 - 49
D		40 - 44
E+	Emerging skills	35 - 39
E		30 - 35
UG	Not yet demonstrated	<30
NS	Not submitted	
NA	Not assessed	

**UG – Ungraded** means that a student completed and submitted the task but they:

- achieved under 30%
- submitted after the assessment period (e.g. 2 weeks late)
- plagiarised or breached the conditions of the assessment (used AI, cheated etc.)
- **Note:** If a student receives a UG for a CAT due to achieving less than 30%, they will be provided with an opportunity to 'redeem' this. This can be through the completion of an alternate task or 're-sit' task, either in class time or Academic Catchup Club. Alternatively, the teacher may determine that the student has completed sufficient coursework to show an understanding of the relevant skills and knowledge, or they could assign them additional coursework to demonstrate this

**NS – Not Submitted** means that a student had the opportunity to complete the task (i.e. they were present at school during the assessment period) but they:

- did not submit the work within the assessment period (i.e. within two weeks of its due date)
- refused to participate
- submitted a blank or incomplete Compass task
- have a high number of unapproved absences and did not submit the task

**NA – Not Assessed** means that:

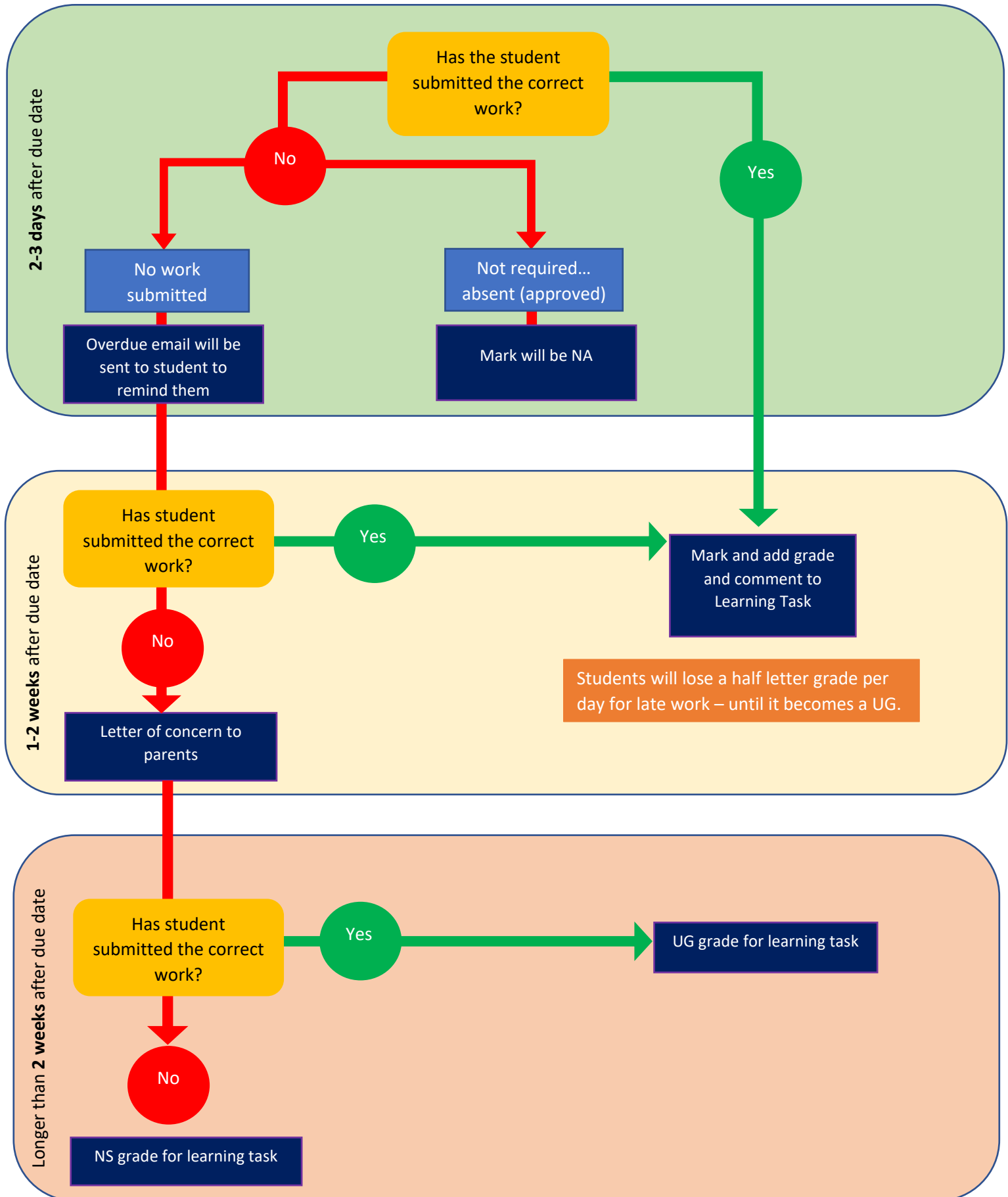
- student was not present for the assessment (away with approval from Sub School) or not present for the entire unit
- was not enrolled in the class at the time
- student had a valid medical (or equivalent) reason for not participating
- students with **modified assessment** in consultation with the Sub School and Inclusion teams

### Submission of late work

If a student submits a CAT after the set due date the student will lose a **half letter grade** per day for late submissions, until it becomes a UG and/or is submitted outside the assessment period (i.e. two weeks after the due date). For example: task was assessed as an B+, submitted 1 day late – student receives a B). When a grade is changed the comment will reflect this. The reason for this is to promote high expectations around punctual submission of work and to ensure students are not unfairly advantaged over those who submitted the task on time.

## Timeline of submission

One of the purposes of continuous reporting is to provide feedback that is timely and useful to students. Students must adhere to submission timelines in order for this process to function effectively and for class feedback to be provided after the two-week turnaround period wherever possible.





## Appendix – Learning Behaviours Rubric

Learning Behaviour	<b>Always Above 90% of the time</b>	<b>Usually Between 60 – 90% of the time</b>	<b>Occasionally Between 30 – 60% of the time</b>	<b>Rarely Below 30% of the time</b>	<b>Not Applicable</b>
<b>Brings all required materials/equipment to class</b>	Consistently brings all required materials and equipment to every class session.	Usually brings all required materials and equipment to class but may forget something occasionally.	Brings required materials and equipment to class some of the time, but forgetful at most times.	Rarely brings all required materials and equipment to class and often forgets important or essential items.	<b>Not able to assess student for this behaviour because of low or no attendance.</b>
<b>Uses class time productively</b>	Consistently participates in class activities in a meaningful way.	Usually uses class time productively but may become distracted or off- task at times.	Uses class time productively some of the time but may become distracted or disinterested at other times.	Rarely uses class time productively and is often distracted or off-task.	<b>Not able to assess student for this behaviour because of low or no attendance.</b>
<b>Effort</b>	Consistently makes the effort to the best of their ability to demonstrate the school motto, Optima Semper: “Best Always’.  Demonstrates a commitment to learning and takes initiative in class.	Usually makes the effort to demonstrate the school motto, Optima Semper: “Best Always’.  Is invested in their learning and usually takes initiative in class.	Is inconsistent in his/her effort to demonstrate the school motto, Optima Semper: “Best Always’.  May demonstrate an interest in their learning, class activities and assignments.	Rarely makes the effort to demonstrate the school motto, Optima Semper: “Best Always’.  Does not take initiative in class and has limited interest in their learning.	<b>Not able to assess student for this behaviour because of low or no attendance.</b>
<b>Listens and responds respectfully to all (teachers and students)</b>	Always listens attentively and responds in an engaged and respectful way to all teachers and students.  Is continually considerate of others’ perspectives and ideas.	Usually listens attentively and often responds in a respectful way to teachers and students but may not always be fully engaged.  Will usually demonstrate consideration of others’ perspectives and ideas.	Listens attentively and responds respectfully at times, but not consistently and can become distracted or disengaged during class.  Effort to demonstrate consideration for others’ perspectives and ideas may vary.	Rarely listens attentively and shows little to no effort to respond respectfully, can become easily distracted or disengaged during class.  Does not demonstrate consideration for others’ perspectives and ideas.	<b>Not able to assess student for this behaviour because of low or no attendance.</b>
<b>Completes all set class work and homework</b>	Consistently completes all class work and homework assignments on time and to the best of their ability.	Usually completes all class work and homework assignments but may miss a deadline or turn in incomplete work occasionally.	Completes some class work and homework assignments, but not all and not always on time or can occasionally submit incomplete work.	Rarely completes class work and homework assignments and consistently misses deadlines.	<b>Not able to assess student for this behaviour because of low or no attendance.</b>