



Melbourne Metrics
**PARTNER
SCHOOLS**

ASSESSFEST
2025



Melbourne Metrics

Level 8, 100 Leicester Street
The University of Melbourne,
Victoria 3010 Australia

Education.unimelb.edu.au/Melbourne-metrics
X.com/MelbMetrics

Melbourne Metrics: Welcome



Sandra Milligan

Enterprise Professor, Executive
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Melbourne Metrics is proud to work alongside bold and diverse schools that are strengthening the conditions for educational transformation. These schools are leading the charge to not only honour the young people they serve but to generate the evidence and insight needed to guide system change, nationally and internationally.

This booklet brings together reflections from our New Metrics Research-Practice Partner Schools and showcases key initiatives where schools are using next-generation assessment and recognition to advance their learning and teaching ambitions. It is intended as an artefact to help orient and connect attendees of AssessFest 2025, while celebrating the pioneering work of our ‘first-mover’ partner schools.

We hope you find here affirmation, ideas to provoke new thinking, and colleagues to collaborate with as we continue building the future of assessment and recognition together.

All Saints' College

www.allsaints.wa.edu.au

Principal: Belinda Provis

New Metrics lead (primary contact): Shannon Armitage



ALL SAINTS'
COLLEGE

WHY NEW METRICS

Our college vision is 'making a positive difference in our world.' To achieve this, our young people must develop a broad range of skills to navigate a VUCA (volatile, uncertain, complex, ambiguous) world. Across the Junior and Senior Schools and the Studio School, we aim to foster intelligent, creative and collaborative learners. This means moving beyond marks and grades to recognise broader competencies and provide holistic learner profiles that reflect strengths and growth. Through this work, we contribute to shaping education nationally and globally, preparing students for future challenges and opportunities.

OUR JOURNEY

In the Junior School, broader competencies are being embedded through inquiry and community engagement, with shifts in assessment practices, collaborative planning and moderation strengthening consistency. In the Senior School, New Metrics is integrated into curriculum and reporting, with student voice and parent engagement growing. A cohort-based rollout from Year 7 is underway, supported by small-group pilots from Year 12. At the Studio School, competencies are deeply embedded. New Metrics is made visible and relevant through Fan Reports, credentialing and parent information nights. Students are empowered to take ownership of their learning through authentic, comm-based experiences.

IMPACT TO DATE

Across the college, New Metrics has driven meaningful shifts. In the Junior School, it has validated our pedagogy and wellbeing focus, improved assessment accuracy and supported skill development through explicit teaching and moderation. In the Senior School, the integration of New Metrics language into curriculum conversations and the credentialing of Year 12 students in 2025 have reinforced broader competencies. This work is expanding through a structured rollout from Year 7 upwards, while small-group pilot experiences continue from Year 12 down. At The Studio School, student agency is central, with the Australian Learner Competency Credential providing a clear framework that connects learning to real-world relevance.



Bayside P - 12 College

www.bayside.vic.edu.au

Principal: Samuel Levy

New Metrics lead (primary contact): Natalie Tancredi



WHY NEW METRICS

Our community is diverse and faces both opportunities and challenges. Bayside P-12 serves multiple campuses from Prep through Year 12 and emphasises holistic learning. It offers a strong Vocational Education & Training (VET) and senior pathways program (including the VCE Vocational Major) to connect learners to real-life futures. In the middle years (Years 7-9), the Voyager Program emphasises student agency and research, and in our primary school, curiosity is emphasised through inquiry-based learning.

OUR JOURNEY

We are committed to embedding New Metrics into our curriculum at Bayside P-12 College. Across our three campuses, Agency in Learning, Communication and Collaboration have been a focus in the following areas: Inquiry (primary school), Voyager (middle years program) & Vocational Major (VCE).

IMPACT TO DATE

We have revised and revived our implementation of the Voyager Program across Years 7-10, with thematic units that progress from self to community to world to career. A few milestones have been: integration of capabilities language into middle school curriculum; review of the senior pathways (VCE, VCE Vocational Major, VET) to ensure alignment with the Vocational Major's purpose (work-life readiness) and the development of broad competencies as well as technical skills; professional development sessions for staff on next-generation assessment; exploration of Melbourne Metrics resources such as competency kits and online assessment platforms; and informing our school community of our commitment to the 'new grammar' of learning.

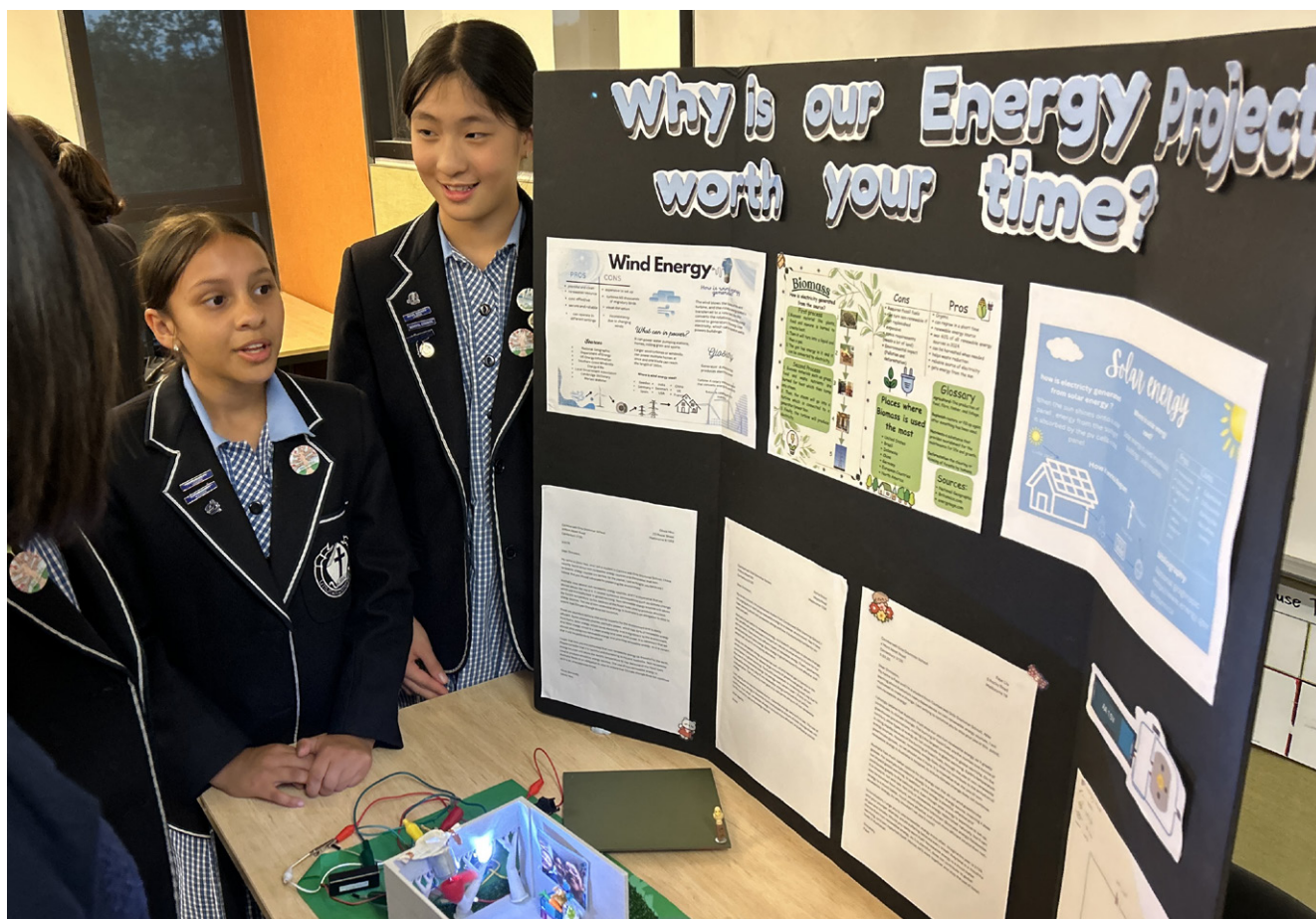


Camberwell Girls Grammar School

www.cggs.vic.edu.au

Principal: Debbie Dunwoody

New Metrics lead (primary contact): Dr Charlotte Forwood



WHY NEW METRICS

At Camberwell Girls, while we value academic excellence, we know there is more to a student's educational journey than achieving a specific grade or a ranking. Complex competencies, such as communication and collaboration, are essential elements of our BY DESIGN Learning Architecture, which articulates who we are, and the why, how and what of learning design. The intentional development of competencies highlights the importance we place on skills that set our students up to be valued, active members of our community and lifelong learners. Learning should be dynamic and purposeful and should support students to thrive and take responsibility for their own learning journey beyond school.

OUR JOURNEY

As a first-mover school we have been involved in the development of competency frameworks, piloting of instruments, and validation trials. We have engaged in school-developed professional learning to explore feedback, assessment and reporting more deeply through our FARSighted Project, which formally concluded this year. In 2024, all students in Year 6 and most students in Year 9 were awarded an Australian Learner Competency Credential, with students assessed in core subjects for three competencies: Agency in Learning, Collaboration and Communication. We have used 2025 as a consolidation period with Year 6 and Year 9 students assessed in the same competencies.

IMPACT TO DATE

In 2025 we have broadened the scope of assessment to include our Year 9 camp and Year 6 interdisciplinary investigations. Specialist teachers have also played an important role. We also increased the assessment period to include the end of Semester 1. This supported the administrative aspects of the credentialing process as well as providing teachers with earlier insights into their students' skill levels. Assessing the same competencies at the same level has provided teachers with the opportunity to consolidate skills and critically consider their learning design and assessment. Many teachers noted this year that familiarity with the competencies and the Ruby database reduced the cognitive load of assessing.

Carey Baptist Grammar School

www.carey.com.au

Principal: Jonathan Walter

New Metrics lead (primary contact): Kate Croft



WHY NEW METRICS

The adoption of the New Metrics Competencies at Carey reflects our belief that students can develop skills that apply across various disciplines. Building on the 2013 Positive Learner Attributes framework, Carey implemented the New Metrics complex competencies to provide a broader learning experience that goes beyond traditional academic measures. The broad acceptance over the last two decades of the need for such skills (whether you call them competencies, soft skills, capabilities, etc.) presented the opportunity for us to reflect on learning design, pedagogy, school structures and professional development.

OUR JOURNEY

Carey is dedicated to embedding deep, competency-based learning throughout the curriculum. From Years 7 to 12, each subject delivers at least one unit per semester focused on a specific complex competency. This initiative is supported by a professional development and coaching model, with each Learning Area and Junior School team guided by a New Metrics coach from our Research & Innovation Team. In 2025, we have enhanced this approach by establishing a whole-school shared language and professional learning to ensure consistent implementation across all year levels and subjects. Teachers are now making evidence-informed decisions based on observable behaviours.

IMPACT TO DATE

We've achieved significant milestones in our credentialing journey. All Year 12 IB students have been awarded a 3, 4, or 5 blade credential, involving the efforts of 120 teachers. We're on track for all Year 9 students to receive a 3-6 blade credential this year, supported by over 200 teachers. Additionally, all Grade 6 students at the Kew campus will earn a 3 blade credential. These achievements showcase our commitment and the collaborative effort across the school. Looking ahead, in 2026 we plan to extend credentialing to all VCE students, which is ambitious and exciting.



SPOTLIGHT INITIATIVES

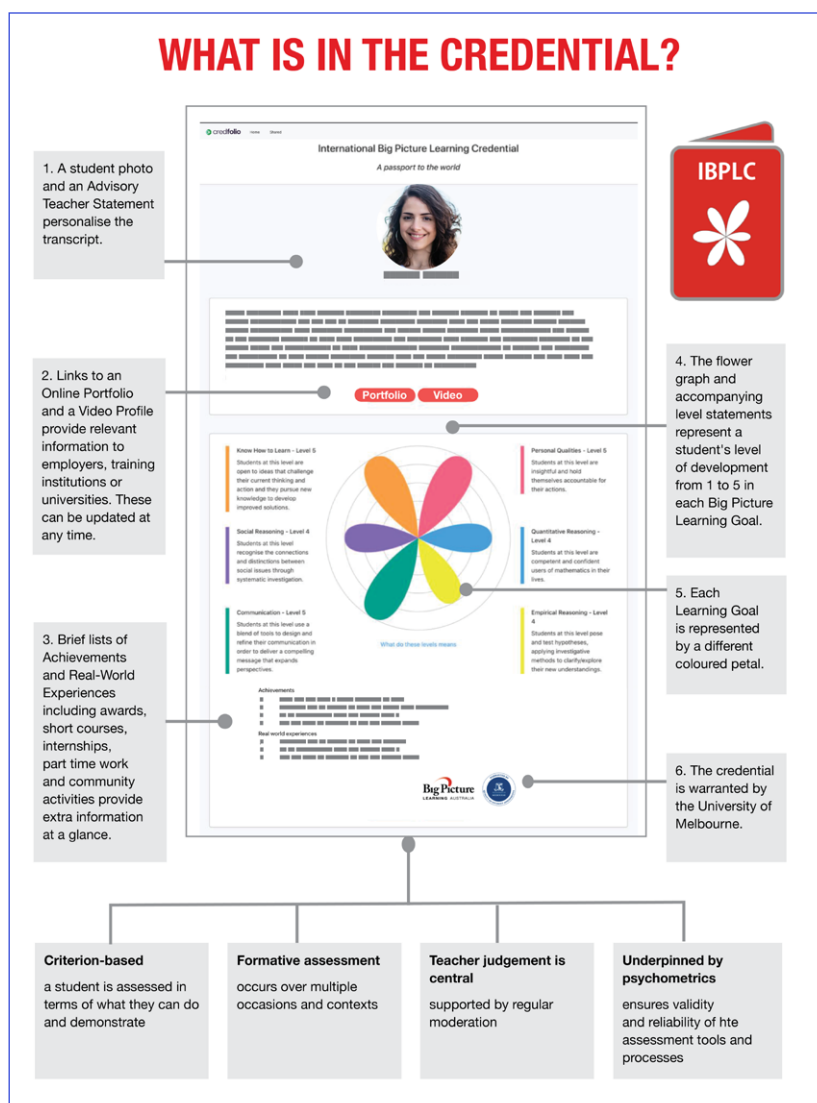
THE BIG PICTURE LEARNING DESIGN AND THE IBPLC

The International Big Picture Learning Credential (IBPLC) is the non-ATAR secondary schooling qualification used in over 50 Big Picture Learning campuses around Australia.

Since 2020, more than 1,044 Big Picture students have obtained this innovative credential that was co-developed with Melbourne Metrics and is currently accepted by 18 Australian Universities.

More than a learning profile, this new credential offers an important personalised pathway to university for young people in some of our most disadvantaged communities. Its capacity to measure and display a broader range of learner abilities and experiences has allowed universities to recognise the depth of specialist knowledge in a learner's chosen field and match this to specific course requirements.

The digital transcript of the IBPLC combines assessment results with personal elements curated by the students.



As BPL University Pathways Coordinator Ann Hill explains: ▲

The IBPLC has paved new ground for both our graduates and our partner universities. For our students, they already know what interests them, they have done significant work in the field, built a network of contacts, and are confident in their choice of course.

For universities, they are getting learners who have already developed the independent learning skills needed to thrive at university, are passionate about their field and thus likely to commit fully to their degree.

LEARN MORE

www.bigpicture.org.au

In the words of Quinn Robertson, Campus Leader of Cooks Hill Campus (Newcastle High School) in NSW:

The IBPLC process supports each learner to show their strengths and capabilities, clearly showing their aptitude for university admission.

In 2024, 39.6% of graduates successfully used the IBPLC to gain entry to university. Of those seeking admission to university, a significant number are the first in their family to do so. The 2024 Destination Study can be accessed at <https://www.bigpicture.org.au/research/destination-study-2024>.

For Tim Post, Head Teacher of the Big Picture Academy at Morisset High School in NSW, the IBPLC is an important new pathway for his school community:

The IBPLC is a far greater representation of who a student is than a number on the ATAR. The credential has allowed all the students at Morisset High School who have wanted to go to university to be offered places, usually in their first choice of institution and of degree.

A recent Morisset alumni agrees:

The IBPLC gave me the comfort to know that at the end of the process I would have a level of certification that would allow me to access a university pathway, while also not being stressful like the HSC.

An IBPLC explainer video can be accessed at <https://www.bigpicture.org.au/file/ibplc-explainer-short-2023mp4>.

The IBPLC is a natural extension of the Big Picture Learning Design, which offers a flexible and personal approach to learning that appeals to a range of young people. Key elements of the learning design include:

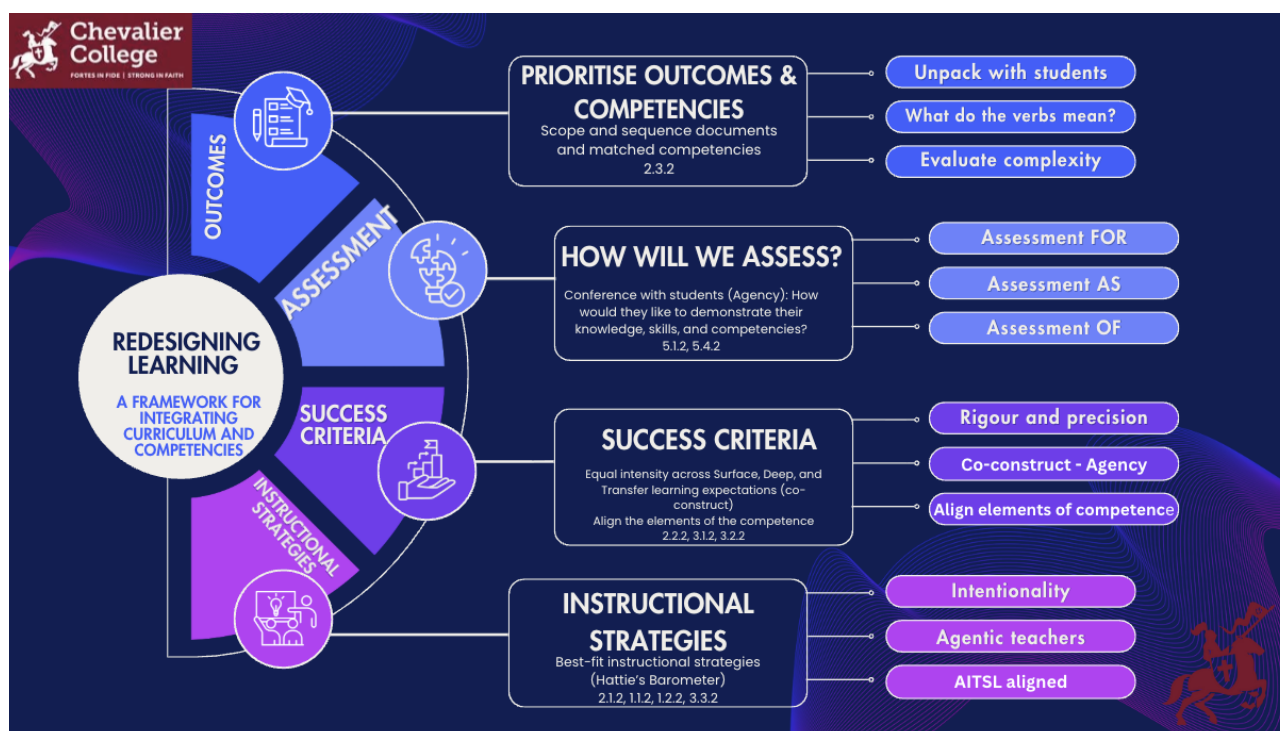
- Students learning through their interests and passions, both inside and outside school.
- Students leaving school one to two days a week to learn through an internship with an expert mentor.
- Students demonstrating their learning at an exhibition each term.
- Senior students working on a Senior Project / Thesis that involves sustained, in-depth and original work, often with the assistance of a professional mentor.

Monty, a BPL alumnus from Victoria, says:

University is very different to high school but the skills you learn in Big Picture will stay with you. In Years 11 and 12, my advisory teacher taught me how to write literature reviews and use different databases to get information. After I handed in one of my assessments at university, one of the lecturers turned to me and said "I'm surprised that you're even writing like this for a first-year student. This is really good writing." I was like: "I learnt that from Big Picture. I've already written a senior thesis."

In the IBPLC, Melbourne Metrics and BPLA were able to develop a full credential that shifts the focus from standardised testing to developmental, observable measures of assessment that recognise how each student's journey is shaped by their interests, passions, circumstances, community connections, and real-world experiences.





WHY NEW METRICS

At Chevalier College we have made significant progress in our endeavours to embed the development, assessment, and recognition of broader complex competencies within a Future Facing learning culture grounded in our MSC (Missionaries of the Sacred Heart) charism. Our ambition is to make competencies visible in learning design, pedagogy and reporting, so that every student can articulate and evidence their growth as a capable, compassionate learner. Our approach enables us to align these competencies with meaningful credentialing, ensuring that our students are recognised not only for academic achievement but for the transferable capabilities that prepare them for life, leadership and contribution beyond school.

OUR JOURNEY

Chevalier College has adopted a generational approach to teaching and assessing complex competencies, beginning with our 2025 Year 7 cohort. Through targeted professional learning (facilitated as part of their teaching load) in learning design, all Year 7 teachers intentionally embedded the competencies of either Personal Development, Quality Thinking, or Communication into their teaching and learning programs. Each student engaged in rich learning tasks that made these competencies observable and measurable, leading to the creation of individual Fan Reports. This marks the first stage in a longitudinal approach that will scale annually.

IMPACT TO DATE

The impact at Chevalier College has been a significant shift in focus. Teachers and students now view complex competencies and curriculum content as interconnected rather than separate. Through experiential learning, staff have discovered that syllabus content can be taught through the competencies, enriching both depth and engagement. Students are increasingly able to articulate how they demonstrate the elements of competence within their learning, using reflective writing and dialogue with teachers to evidence growth. This shift has cultivated a more metacognitive and purposeful learning culture, where understanding how one learns is valued alongside what is learned, strengthening agency and achievement across the cohort.

Clonard College

www.clonard.vic.edu.au

Principal: Luci Quinn

New Metrics lead (primary contact): Jo Ryan



**CLONARD
COLLEGE**
GEELONG

WHY NEW METRICS

Every young person has gifts and talents that need to be recognised, developed and perfected so that they move into adulthood knowing who they are, the ways in which they are good, and how to function in a volatile and unpredictable world. This is where New Metrics finds its purpose. With the combined efforts of our community, we are able to offer young people learning experiences that identify and grow those strengths. We are able to celebrate all aspects of their learning as we consciously and carefully curate those experiences for all.

OUR JOURNEY

We have taken a whole-school approach to including the competencies, beginning in 2023 with Year 7, who were the first to have Fan Reports delivered every semester. The teams in Year 7 rewrote curriculum around Deep Learning foci, measured and reported in New Metrics. We have followed these students to Year 9, where curriculum deliberately and systematically includes competencies as part of the learning program for every student. Our Year 12 VCE Vocational Major students in 2025 will receive their Credential (pictured at their 'Bowls and Beats' evening, where so many competencies are on display) and can speak to the value of New Metrics with striking insight. Well done to the VCE (VM) Team.

IMPACT TO DATE

We are beginning to hear the language of New Metrics more commonly spoken by students and staff. The inclusion of activities that enable students to practice, develop and demonstrate their proficiency in a broad range of competencies is now common practice for teachers in Years 7-9 (Year 10 in 2026). We have begun to use AI tools to generate targeted experiences in the classroom, which has reduced workload for teachers by assisting with the 'how' of implementing New Metrics. Teacher confidence has increased significantly. Agency in Learning is vital in identifying students who can accelerate and augment their learning and study independently in the College via the Study Passport. This has been instrumental in students (and parents) seeing the value of achievement in agency.



Emmanuel Anglican College

www.eac.nsw.edu.au

Principal: Julie Fryer (Acting) / Robert Tobias (ongoing)

New Metrics lead (primary contact): Julie Fryer



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

WHY NEW METRICS

Our curriculum vision is focused on holistic learning and the development in students of the values and attributes they need to be people of character who contribute to a better world, within and beyond school. This is summarised in our Holistic Framework. This centres around our Anglican values: courage, compassion, citizenship and creativity. Around this, the wellbeing attributes are the key social and emotional learning skills which build students' ability to understand themselves, connect with others and make positive choices. The learning attributes are fundamental skills of intellectual inquiry which allow students to become critical thinkers and lifelong learners. This framework is key to our strategic plan and our commitment to setting up students for future success.

OUR JOURNEY

Prior to joining the New Metrics partnership, we were already working towards developing competencies in our students through the development of our Holistic Framework. We have been embedding this in our learning design and innovating in our curriculum to provide opportunities for students to develop these attributes through authentic, real world learning experiences, especially from Year 3 to Year 10. Recently we have been taking the next steps into assessing and reporting on the attributes. We have incorporated them into our reports and have also issued credentials in Years 6 and 11. We have been using our framework and the New Metrics competencies and assessment tools in parallel.

IMPACT TO DATE

Our curriculum design has been a success. Our suite of integrated and experiential opportunities in Years 3 to 10 allow students to apply their learning to real world projects, embedding our framework attributes and allowing for authentic assessment practices. These programs such as Coastal College have been popular with students and parents. In 2024 we replaced teacher subject comments with teacher evaluations against our attributes in all of our reports from K to 10. This highlighted to parents, students and teachers the importance of these attributes. Building on this, our values and attributes are increasingly becoming part of the language of the school. Our next phase is to determine the role and effectiveness of formal credentials alongside reporting against our internal framework.

Holistic Learning Living Leading Framework



Genazzano FCJ College

www.genazzano.vic.edu.au

Principal: Loretta Wholley

New Metrics lead (primary contact): Angeline Yannopoulos



GENAZZANO
FCJ COLLEGE

WHY NEW METRICS

Since 1889, Genazzano FCJ College has been a place where young women are inspired to grow in courage, confidence and a deep sense of purpose. In a world where education often follows a rigid, one-size-fits-all model, we are committed to providing a unique learning journey for each student. This includes students having agency in their learning and assessment, and recognition of their achievements beyond the traditional academic standards. The work of New Metrics is in perfect alignment with these goals, providing us with the language and rigour for the assessment and recognition of each student as a learner, not just a number.

OUR JOURNEY

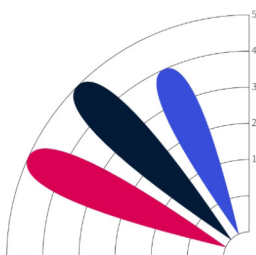
We have come a long way since our New Metrics journey began, from exploring our understanding of competencies together, to successfully issuing an Australian Learner Competency Credential to all Year 9 students in 2024. This year we have expanded to include our Year 5 and 6 and VCE students to cover key points of transition across the school and take part in the Matching for Success research. The New Metrics work has contributed to a whole-school shift in understanding of student agency. We are continuing to explore the links between New Metrics and the IB PYP and MYP programs, and the common learner language we can unpack and make relevant for any student at our College.

IMPACT TO DATE

- **Confidence** - Staff have greater understanding of New Metrics and are more comfortable in observing and assessing competencies. There is trust in teacher judgement and an emphasis on learning design that affords student agency.
- **Reporting** - Having opportunities to credential or report on competencies at all transition points provides a tangible outcome for staff, students, and parents.
- **Validation & Impact** - Completion of the warranting framework, discussion with other schools, and connection to the wider Melbourne Metrics network has given us validation of the work and its impact. We are now in a position where we are confident to talk about our work and share it with others.



Competency levels



Which competency was your strength?



SPOTLIGHT INITIATIVES

MATCHING FOR SUCCESS

CONTACT INFORMATION

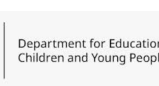
matching-help@unimelb.edu.au.

Melbourne Metrics at the University of Melbourne is leading a collaborative linkage project called *Matching for Success: A Next-Generation Approach for Selecting School Leavers for University*, funded by the Australian Research Council (ARC).

The project aims to design, model and validate a new, efficient, national approach for selecting school leavers for entry to tertiary courses, so that a broader range of school leavers can enter and succeed. It builds on the opportunity provided by the emergence in schools across Australia of new assessment and certification methods that reliably profile each learners' broad range of strengths and capabilities that include, but go beyond, traditional academic measures.

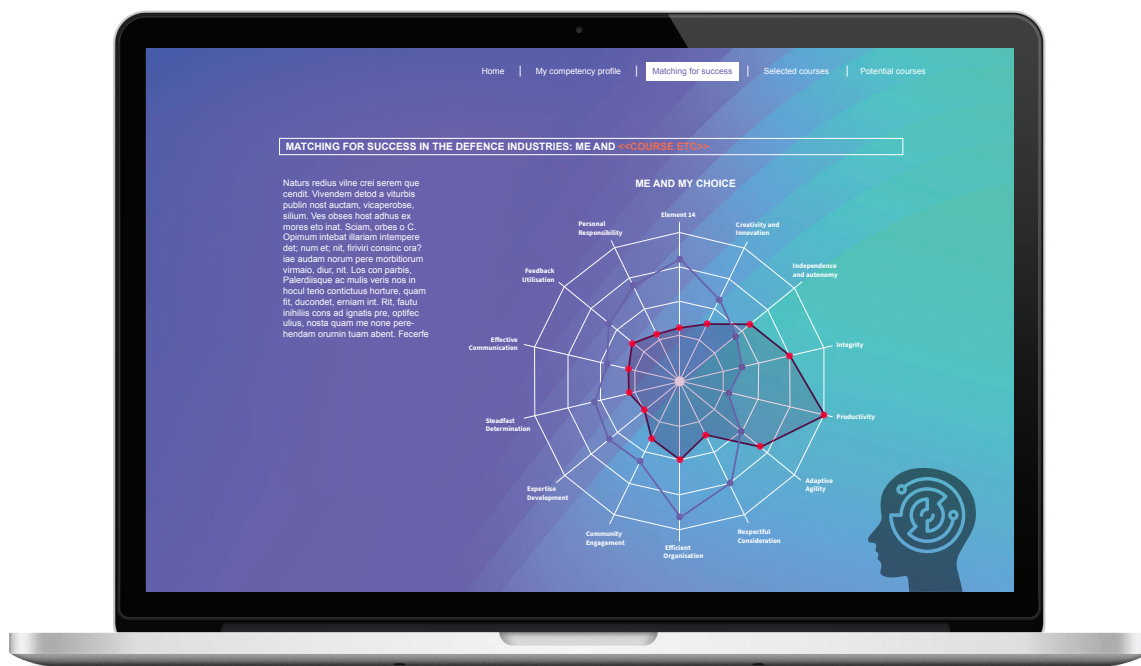
Researchers from the University of Melbourne, University of Sydney and University of Newcastle have partnered with tertiary admissions bodies (e.g., Victorian Tertiary Admissions Centre, Universities Admissions Centre, South Australian Tertiary Admissions Centre) as well as school systems/credentialing authorities (e.g., Victorian Curriculum and Assessment Authority, SACE Board of South Australia, Big Picture Education,

Department for Education, Children and Young People, Tasmania) and other industry collaborators (e.g., Koshland Education Innovation, Education Services Australia) across Australia to investigate and validate this method.



Melbourne Metrics has developed validated assessment instruments and approaches that assess learners on the complex competencies they need to thrive in a modern world. This research supports the development of a more inclusive and transparent tertiary admissions process that recognises a wider range of student competencies beyond academic achievement. It will contribute to the creation of assessment models and processes that inform future admissions practices, enabling universities to better align students' strengths with course requirements and provide targeted support. This 'matching' model aims to result in a wider range of students being confident to apply

for and succeed in tertiary pathways, leading to less inequity. Universities will be better equipped to evaluate and plan for success of entrants. Partners are well placed to lead implementation in their jurisdictions and support national adoption and impact. This initiative promotes equitable access to higher education, strengthens institutional decision-making, and contributes to improved educational outcomes for students and the broader community.

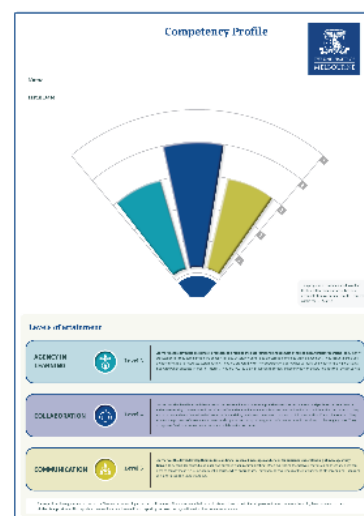
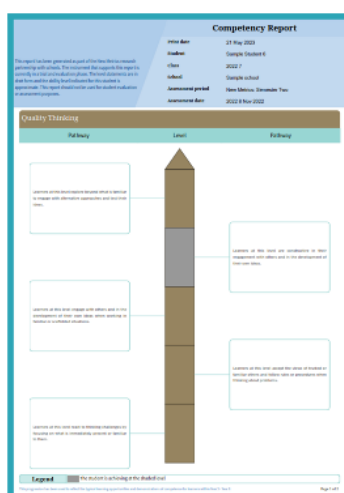


What does involvement mean for schools?

By participating in this research, schools will be contributing to the development of assessment models and processes that can be used for future tertiary admissions. Participating teachers will complete online assessments of students, drawing from their everyday knowledge of the students. They will not be required to change their usual teaching practices or interactions with students to complete these assessments. Assessed students will receive reports summarising their achievement levels in complex competencies.

Schools across Australia contribute to this research in Semester 2 each year, joining in the national initiative exploring the future of assessment and recognition in senior secondary education. Through this partnership, schools can access the University of Melbourne's next-generation assessment and reporting tools to evaluate Year 11 and 12 students. Collaborating schools will receive access to tools designed to assess the complex competencies needed to thrive in school, further education and life more broadly.

Teachers participating in the project will have access to competency kits designed to support their understanding of how to design, assess, and report on competency development. In addition, teachers can access free professional learning modules developed by University of Melbourne experts, as well as industry papers to help build interest and deepen understanding. All resources are available through Ruby, the online assessment platform designed by Melbourne Metrics.





WHY NEW METRICS

Developing the whole person is at the heart of Holistic Education at Glenunga. The story-telling needed to convince our demanding community, who prioritise academic skills, is complex work, but we are making progress. Developing student's competencies requires a shift in learning design and understanding of student agency in learning. We can't do this new work 'to' students and families, we need to do it 'with' them. Our current ambition is to increase the shared understanding of competencies, elements and evidence of observable behaviours with our entire community. Our Learning Ambition is to 'develop first-class humans, not second-class robots.'

OUR JOURNEY

At Glenunga, when we believe something is right for all of our learners, we go all-in. We have adopted Michael Fullan's Ready-Fire-Aim approach to transformation. Students are a key lever in this process. We activate their agency to support school leaders with whole-school change (see image: Student Congress). The Glenunga 'Learner Journey' has been a key part of our school's DNA for 5+ years now. Students take responsibility for their learning and competency growth by capturing and curating evidence of observable behaviours, deliver two learner conferences each year (the students lead the conversation) and self-assess their competencies in Ruby, contributing to a Fan Infographic.

IMPACT TO DATE

2025 is our second time where every student, Years 7 to 11, will receive a New Metrics Fan. We are assessing four NPDL competencies: Collaboration, Communication, Citizenship and Critical thinking. The Fans generate fantastic learning conversations with teachers, students and their families. Most students will have two Fans – 2024 and 2025 – so we can accelerate the conversation to talk authentically about growth. Student self-assessment in 2025 will support the New Metrics initiative Agency in Learning, where students will receive a 'doughnut.' We are excited about how the quality of learning conversations will improve when we have the student's perspective alongside the judgements of two key school adults. These shifts align with our system, DfEs, Strategic Direction and Areas of Impact.

Hunter Sports High School

hunterspt-h.schools.nsw.gov.au

Principal: Rachel Byrne

New Metrics lead (primary contact): Lisa Scobie



HSHS

WHY NEW METRICS

Hunter Sports High School serves a diverse, low-SES community where traditional measures don't fully capture the breadth of student growth, capability, and potential. We joined New Metrics to give equal value to human and academic competencies such as agency, communication, collaboration, and quality thinking that define real success beyond school. This work enables our students to be seen for their strengths and aspirations, not just their test results, and helps us design learning that values individuality while preparing every young person to thrive in an AI-driven future.

OUR JOURNEY

Our journey began in 2012 with the establishment of our Big Picture Academy, expanding through national collaboration to co-design learner frameworks and new assessment structures. In 2016, HSHS became the first school to have students gain university entry through Big Picture portfolio pathways. Partnering with Big Picture and the University of Melbourne, we contributed to the development of the International Big Picture Learning Credential, launched in 2020. This naturally led to our work with New Metrics in 2021. Over the past four years, we have created five new academies, all underpinned by complex competencies, and have continually refined how we assess and recognise student growth and capabilities.

IMPACT TO DATE

Our mission to personalise pathways has transformed learning for our students. They feel known, valued, and confident in learning that is designed around their interests, passions, and aspirations. This has resulted in record academic outcomes, HSC and NAPLAN results at their highest levels, reduced suspensions, and stronger wellbeing data. Through New Metrics, we have been able to validate and refine our long-held belief that capability development can be meaningfully assessed and recognised. This partnership has provided a shared language and framework for staff to design, assess, and evidence learning in new ways. It has strengthened our collective capacity to measure what truly matters – growth, capability, and purpose in every student.



Jerrabomberra High School

jerra-h.schools.nsw.gov.au

Principal: Scott O'Hara

New Metrics lead (primary contact): Penelope Whiting



JERRABOMBERRA
HIGH SCHOOL



WHY NEW METRICS

We have a very aspirational school community. A lot of our parents are public servants or defence workers who understand the changing face and needs of the world of work. They believe in the development of a strong foundation of core skills such as literacy and numeracy, but also in the competencies and skills required to be a lifelong learner. With the trust of our community, we want to develop a credential which sits alongside the HSC and recognises learners in a holistic way.

OUR JOURNEY

Jerrabomberra is just under three years old. We introduced New Metrics competencies in Years 7 and 8 (2023) in a project-based learning model. From there we have improved our understanding and knowledge of the competencies, designing an assessment model which recognises and measures the competencies alongside syllabus outcomes and requirements. In 2024 we scaled this into Stage 5 (Year 9) to be embedded into elective and core subjects (still in a project-based learning model). In 2025, we introduced a Student Competency Passport as a pilot (Year 10 only) to measure Learner Agency, Communication and Personal Development. Students took an active role in measuring their abilities.

IMPACT TO DATE

There is a clear shift in understanding the importance and the need for recognising complex competencies alongside the usual metrics which schools collect (numeracy, literacy, academic data, etc.). The validation at present is anecdotal (we plan on collecting survey data at the conclusion of the New Metrics Passport pilot). Staff understanding of the competencies has improved alongside their implementation in assessment and everyday learning (improved pedagogy, etc.).

John Wollaston Anglican Community School

www.jwacs.wa.edu.au

Principal: Tim Russell

New Metrics lead (primary contact): Scott Robertson



WHY NEW METRICS

Our community values holistic education that prepares students to thrive beyond academic achievement. We recognised the need to more explicitly develop and assess the complex competencies that underpin lifelong learning, such as collaboration, creativity, and self-regulation, rather than focusing solely on content mastery. The New Metrics framework provides a rigorous and research-informed structure to make these capabilities visible, teachable, and assessable. Our ambition is to empower students to understand themselves as capable, reflective learners who can transfer their skills across contexts. Through this work, we aim to cultivate confident graduates equipped not only with knowledge but also with the capabilities to contribute meaningfully in a rapidly changing, unpredictable world.

OUR JOURNEY

Our engagement with the University of Melbourne's New Metrics for Success initiative has focused on reimagining teaching, learning, and assessment through a capabilities lens. In 2025, we introduced credentialing reports for Year 8 students, providing a richer picture of growth aligned to the competencies. Staff engaged with Ruby and Agency in Learning lessons to strengthen student agency, while collaborative moderation deepened shared understanding and consistency in assessing capability development.

IMPACT TO DATE

We are beginning to see meaningful progress in student engagement and commitment to learning beyond the formal curriculum. Several students in our 2026 Year 11 cohort will be the first to have experienced the New Metrics approach consistently from Year 7 to Year 10. They will now contribute to piloting our Year 12 credentialing. Through sustained exposure to capability-based learning, these students have developed fluency in the language of the capabilities and demonstrate increasing confidence in applying them across contexts. Our gradual and deliberate implementation has fostered deeper engagement, strengthened metacognitive awareness, and validated the pedagogical shifts we have made to prioritise the explicit teaching, reflection, and transfer of capabilities across learning areas.



SPOTLIGHT INITIATIVES

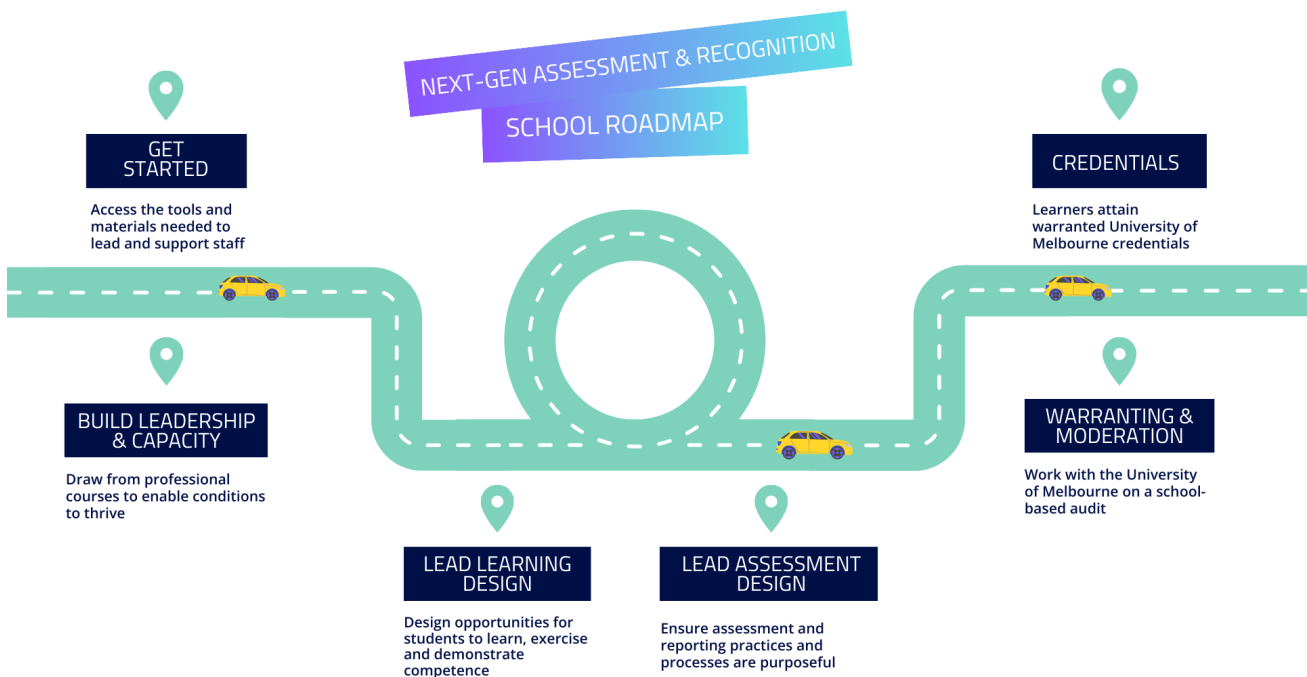
MELBOURNE ASSESSMENT COMMUNITY (MAC)

CONTACT INFORMATION

assessment-community@unimelb.edu.au

The Melbourne Assessment Community (MAC) is a growing network of schools connected to the University of Melbourne through a shared commitment to improving how schools assess and recognise complex competencies.

By joining MAC, schools gain access to research-based tools, resources, and frameworks developed through the University's research. MAC schools focus on practical application of the tools to enhance their schools' assessment practices, strengthen teacher capability, and build a deeper understanding of the assessment of complex competencies.



What does it mean to be part of MAC?

Being part of MAC means joining like-minded schools to implement assessment approaches focused on the capabilities students need to thrive in school and life. Schools can opt in at varied levels of engagement — from accessing Melbourne Metrics tools and resources to joining a growing number of schools engaging in deeper support from our academic team through MAC Plus and MAC Premium. These levels provide additional coaching, professional learning, and tailored guidance aligned to a school's context and stage of development.

MAC activities, resources and benefits

MAC schools connect online through regular seminars and events, as well as more focused drop-in sessions, such as the popular Ruby drop-in, where schools can ask questions, share insights, and receive targeted guidance. Spotlight on Schools sessions provide a platform for schools to showcase their work and share insights with peers. Additionally, schools have access to just-in-time support from the Melbourne Metrics team, ensuring help is available when it's needed most. Members also gain access to professional learning modules, including free participation in the University's FutureLearn MOOC, 'Measuring What Matters,' focused on assessing complex competencies. They also benefit from meaningful connections with peers in the wider Melbourne Metrics network.

Members of MAC are part of a dynamic far-reaching community that shares practice, explores innovative approaches, and is engaged in shaping the future of assessment and learning.

DEFINITION: ACTING WITH AUTONOMY The ability to govern one's own actions	DEFINITION: ACTING WITH COURAGE The ability to act in the pursuit of a worthwhile goal in the face of adversity	DEFINITION: BEING OPEN TO THE NEW The ability to embrace or harness new ideas, experiences and ways of doing things	DEFINITION: BEING REFLECTIVE The ability to evaluate and learn from experience
DEFINITION: BUILDING SOCIAL ALLIANCES The ability to build social networks or groups to learn, grow or achieve a purpose	DEFINITION: DEMONSTRATING DRIVE The ability to propel the pursuit of social, personal or community ambitions	DEFINITION: DEVELOPING SKILL OR CRAFT The ability to hone, sharpen, polish or improve skill or craft	DEFINITION: ENGAGING IN DIALOGUE The ability to engage in dialogue to connect to others, explore, negotiate meaning, or develop new perspectives
DEFINITION: GENERATING FEEDBACK LOOPS The ability to generate and use feedback for improved performance	DEFINITION: MANAGING AMBIGUITY OR UNCERTAINTY The ability to operate in the face of things that are unknown, uncertain, or undecidable	DEFINITION: STRIVING FOR MASTERY The ability to develop deep expertise in a field or domain	DEFINITION: USING REASON The ability to use thinking skills to explain, argue, analyse or evaluate

▲ Elements of Agency in learning

The capacity to produce learning of value to self or community

Marlborough Girls' College

www.mgc.school.nz

Principal: Mary-Jeanne Lynch

New Metrics lead (primary contact): Lindsay Burrows



WHY NEW METRICS

In 2025, Marlborough Girls' College continues to advance its engagement with the New Metrics framework by deepening the integration of the MGC Ākonga Capabilities across curriculum and pedagogy. The school's professional learning program enables all staff to collaborate through capability-focused inquiry, workshops, and reflective triads. The Competency Kits and UoM progressions remain central to supporting teacher growth and consistency of practice.

OUR JOURNEY

The school's journey toward capability-driven learning has been deliberate and collaborative. Guided by a clear strategic plan, Marlborough Girls' College has prioritised professional development that builds teacher confidence and deepens understanding of the MGC Ākonga Capabilities. By dedicating weekly professional learning time, staff have been given space for collaboration, reflection, and experimentation. As confidence has grown, our curriculum has evolved to value capabilities alongside content.

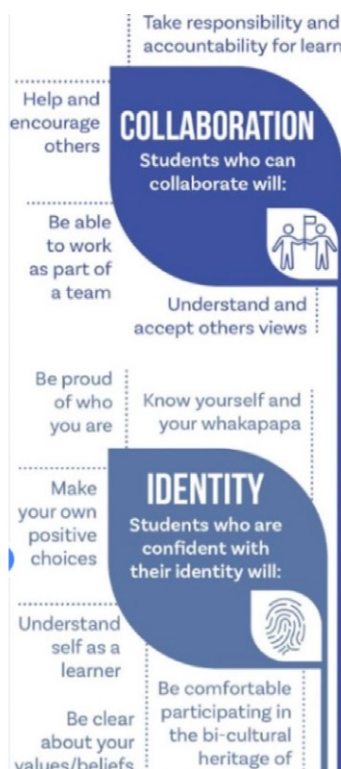
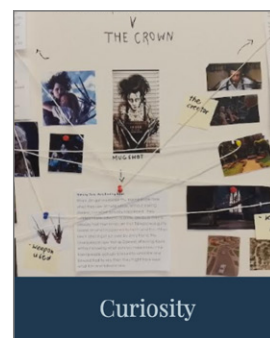
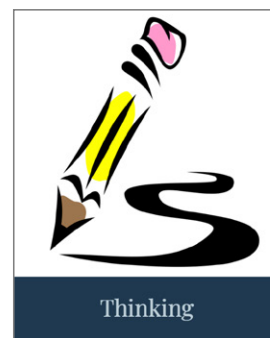
IMPACT TO DATE

Embedding the MGC Ākonga Capabilities has led to clear and exciting shifts in teaching and learning. Staff confidence has increased significantly, with teachers now able to identify and articulate how students demonstrate success in at least one capability. An exciting project was working with the Year 12 students on a leadership profile. This profile encouraged the students to take ownership of their growth, reflecting on their progress, making meaningful choices, and showcasing their development across multiple capabilities. Sharing these profiles with staff has been a

highlight, bringing the capabilities to life in real, observable ways, and creating moments of connection and recognition between students and teachers.

Marlborough Girls' College will continue to implement the Learner Profile across all year levels, enabling students to track and showcase their growth. These profiles will be a key feature of whānau hui evenings, giving students the opportunity to celebrate achievements, share progress, and engage families in their learning journey.

At the same time, professional learning for staff will continue with a focus on developing capabilities alongside content, knowledge and skills. This ensures teachers are confident in guiding students to use their learner profiles effectively and to recognise growth across multiple capabilities.



Melaleuca Park Primary School

www.melparkps.sa.edu.au

Principal: Erica Hurley

New Metrics lead (primary contact): Erica Hurley



Melaleuca Park
PRIMARY SCHOOL

WHY NEW METRICS

At Melaleuca Park Primary School, our diverse community faces complex social and learning challenges, yet our students show strong creativity, resilience, and care for others. We believe success extends beyond academics to include competencies like Agency in Learning, Collaboration, and Communication. The New Metrics for Success framework supports our goal to teach, assess, and recognise these skills so students take ownership of learning, work effectively with others, and express themselves confidently. Our ambition is for learning to be empowering, collaborative, communicative, and connected—preparing students to thrive beyond school and strengthening engagement, wellbeing, and achievement across our community.

OUR JOURNEY

- **2021:** Embarked on New Metrics Journey. Two trial classes and teachers involved in feedback and development of frameworks
- **2022:** Each class selected five students to trial assessment framework for Agency in Learning
- **2023:** Year 5/6 class trialled assessment credential for Agency in Learning, Collaboration and Quality Thinking

- **2024:** Deep dive into assessment using the frameworks for Agency in Learning, Collaboration and Communication. Assessment and reporting adjusted for Year 5/6 class to include grading in English and Mathematics. Cross curricular assessment for other curriculum areas with a focus on competencies.
- **2025:** Continued deep dive into assessment. Expanded 2024 trial to include all primary students (Years 3-6)

IMPACT TO DATE

Going deeper into competency frameworks highlighted areas where we needed to provide students with more opportunities to display aspects of competencies for a more authentic assessment. We have revised (and are still revising) our assessment and

reporting processes to champion student learning growth and communicate this clearly to students and families while also enabling ongoing formative assessment by teachers to assist in setting learning goals to shift away from graded, written reports. This has included processes to outline a response to the question 'What is a quality learner portfolio?' This experience has shifted staff thinking about how we deliver the curriculum. We are now considering how we can use inquiry-based learning through learning expeditions to further strengthen this.

The document is a template for a 'Quality Learner Portfolio Criteria'. It features the Melaleuca Park Primary School logo at the top left and the Government of South Australia Department for Education logo at the top right. The title 'Quality Learner Portfolio Criteria' is centered. The content is organized into seven numbered sections, each with specific requirements for the portfolio. The footer includes the school's motto 'BE KIND - WORK HARD - DREAM BIG'.

Melaleuca Park Primary School

**Government of South Australia
Department for Education**

Quality Learner Portfolio Criteria

- 1. Introduction:**
 - Curriculum information for parents
 - Letter of purpose for portfolio to parents/caregivers
 - Learner profile (eg, All about me as a learner)
 - Learner's Dreams (eg My future me) and 3-way interview documentation
 - ✓ Adjusted to the appropriate year level/developmental stage
- 2. Evidence of Learning:**

Must include:

 - Samples of work (eg projects, artwork, drafts and final products) that include a task descriptor and/or learning objectives and/or criteria for success (eg rubric). Doesn't have to be a final piece of work. Dates must be included to support the timeline in evidence of growth.
 - ✓ Must provide a range of curriculum areas. English and Math need to be evidenced once per term. All curriculum areas must be evidenced at least once over the academic year.
 - Progress tracking to show growth. For example, timeline of learning activities and milestones or comparison of initial and current performance levels that evidence growth

May include, (at teacher discretion where appropriate):

 - Photographs and videos of presentations and/or performances that support development of competencies
 - Other work samples
- 3. Personal Development:**
 - Evidence of competency skill development, learner agency, collaboration and communication (competency profile for Year 3-6) once a semester
 - Dispositions and capabilities
 - One plan from Term 1 and Term 3 (where relevant)
- 4. Reflections:**
 - Learners' reflection on their learning and progress -
 - Self-assessment and evaluation of strengths and areas of improvement (eg 2 stars and a wish)
- 5. Feedback:**
 - Teacher feedback and comments
 - Peer feedback (where appropriate, at teacher discretion)
 - An opportunity for parent/caregiver feedback and/or comments
- 6. Achievements and Awards (teacher discretion, where appropriate):**
 - Certificates, awards or recognitions received
 - Participation in workshops, excursions and incursions that could include reflection from the student. (Seesaw can be used for the sharing of photos and videos that have no reflection)
- 7. Conclusion:**
 - Final reflections at end of year by student and educator, written to the child (End of year report Year 1 - 6)

BE KIND - WORK HARD - DREAM BIG

Methodist Ladies College, Claremont

www.mlc.wa.edu.au



METHODIST
LADIES'
COLLEGE

Principal: Rebecca Clarke

New Metrics lead (primary contact): Dr Penelope Russell

WHY NEW METRICS

As we approach our 120th year, we continue to honour the College's long tradition of holistic education. In a world that measures success too narrowly, we aim to nurture learners who are not only knowledgeable but also courageous, adaptable, ethical and compassionate. The development, assessment and recognition of broader complex competencies such as quality thinking, collaboration and agency are central to this vision. These capabilities enable our students to apply their knowledge in new contexts and to make meaningful contributions beyond the College. Our ambition is to design learning that both challenges and empowers – learning that recognises every student's strengths, honours her individuality, and prepares her to thrive in a complex and changing world.

OUR JOURNEY

Our work is driven by a commitment to empower students to take ownership of their learning, develop complex competencies, and thrive in a changing world. We focus on creating learning experiences that cultivate wonder, quality thinking, collaboration and agency. Through consultation with students, staff and parents, we have designed a shared language of learning, embedded student agency, trialled credentialing in Years 6 and 10, and connected with other schools through our leadership of the WA Melbourne Metrics Network to ensure students' growth and achievements are recognised broadly.

IMPACT TO DATE

The implementation of our New Vision for Learning has led to significant shifts in both teaching and student engagement. Teachers now design learning with a strong focus on student voice and agency, while maintaining high academic standards. Staff collaboration has strengthened, with teams developing a common language and shared understanding of what learning is. Students are more willing to reflect on their own learning, identify opportunities for growth, and engage in deeper thinking. These milestones validate that a whole-school approach to learning redesign can embed agency, reflection, and a broad view of learning across the community.

Phase 1 Common Language	Vision for Learning MLC has created a unified set of values and beliefs providing a common language to drive learning culture.		
	Learning Ambitions The learning ambitions serve as a compass for the MLC learning community and articulate the attributes, qualities, and transferable skills we seek to embed in our learners.	Learning Map The MLC Learning Map ensures the curriculum is specific, cumulative, well-rounded, preparatory, and rigorous.	
Phase 2 Bridge the Gap	Learning Model		
	Learning Design The approaches to curriculum packaging, positioning of learners, and how learning activities are engineered to make the difference in improving student achievement and motivation.	MLC Playbook Describes what effective classroom routines look like in MLC classrooms and helps teachers apply the key teaching practices.	Illustrations of Practice Instructional practices that MLC teachers and students use to increase learning and learner agency.
	Assessment Design Agreements, standards, and assessments		
Phase 3 Embed	MLC Credential A credential that contains a concise summary representing what a student knows and can do, and who they are.		

Culture and Organisation
Processes, structures, resourcing, traditions, and environment



Learning Partnerships
SCSA, ACARA, students, teachers, families, community, industry, universities, RTOs, employers

Mount Scopus Memorial College

www.scopus.vic.edu.au

Principal: Dan Sztrajt

New Metrics lead (primary contact): Khee Lim



Mount Scopus Memorial College

בית הספר הר הצופים

WHY NEW METRICS

Mount Scopus has a long tradition and reputation for academic excellence, and we are also aware that today's students need more than academic excellence to thrive in the future. To equip students for a rapidly changing world where problems transcend disciplines and require creative and critical problem-solving skills, diverse collaborative skills and technologies, we need to develop in students skills that are non-domain specific and transferable, and that work hand-in-hand with domain-specific skills to achieve optimum performance. We found this suite of skills in Melbourne Metrics and adopted four complex competencies as essential learning dispositions for all students.

OUR JOURNEY

1. Introduction and training for teachers on the why, what and how of competencies in phases over the past three years. This has led to a school-wide embracement of complex competencies and our staff generally have a good understanding of the competencies and their progressions.
2. Staff development on the underlying elements of competencies and on using their understanding to improve our learning design to create more opportunities for students to develop and demonstrate competencies.
3. Working on how we can incorporate competency development in the different phases of the Gradual Release of Responsibility (GRR) instructional model we use as our primary pedagogical approach.

IMPACT TO DATE

New Metrics has an impact on our learning ambitions, learning design and recognition of student development. We now emphasise, develop and assess domain-specific knowledge and skills alongside four complex competencies in all subjects, and these are reflected in semester reports. We are currently developing a suite of new Years 8-10 electives that are transdisciplinary, centring on current and emerging global problems and focusing on authentic, experiential learning, competency development and community impact projects.

Empowered Learning & Agency

למידה מועצמת ואחריות אישית

A Mount Scopus education is dynamic and engaging, fostering a lifelong love of learning and preparing students to thrive now and into the future.

We are committed to excellence and embrace learning with curiosity, confidence and creativity. We champion agency through voice, choice, ownership, skill-building and experiential learning.

Equipped with the competencies, skills and confidence to pursue their passions and make meaningful contributions, Mount Scopus students question fearlessly, pursue knowledge boldly and embrace challenges as opportunities for growth.

*Engaged
Curious
Inspired*



Good education is academic and real-life learning – skills that help you become a valuable member of society.

— STUDENT

AMBITIONS

Our Scopus Learners experience...

- Innovative teaching and learning where they are **engaged** in a challenging and supportive learning environment.
- Agency, where they are **curious** to lead and make active choices about their learning in partnership with their teachers.
- Curricular opportunities where they are **inspired** by dynamic learning and see connections to their lives and future.

ACTIONS

...and so we...

1. **Deepen Learning**
Cultivate learning skillsets through responsive pedagogy, supported by an instructional framework and learning design guide.
2. **Drive Academic Achievement**
Leverage data to produce evidence-informed strategies, strengthening academic excellence and outcomes across all levels of schooling.
3. **Launch Flagship Learning Initiatives**
Expand curricular and co-curricular offerings, inspiring students to explore emerging opportunities.
4. **Strengthen Feedback Systems**
Engage all stakeholders in driving improvement, shaping the way we communicate learning and measure the impact of teaching.
5. **Cultivate Leadership Opportunities**
Create meaningful collaboration experiences that empower students to lead and make an impact.

SPOTLIGHT INITIATIVES

MELBOURNE ASSESSMENT COMMUNITY (DEVELOPMENT PROJECTS)

CONTACT INFORMATION

assessment-community@unimelb.edu.au

MAC Development Projects are collaborative research and development initiatives done in partnership with networks of schools.

These projects focus on the design, refinement, and validation of new assessment resources, including competency kits and Ruby instruments, to align with each network's frameworks and priorities. Through these projects, schools contribute to research efforts focused on a particular suite of competencies that are of interest to them and the organisations they represent.

What does it mean to be part of a MAC Development Project?

Schools engaged in a MAC Development Project work alongside the Melbourne Metrics team to trial, refine, and provide feedback on beta-version assessment resources in authentic learning contexts.

Participating schools become members of the Melbourne Assessment Community (MAC) for the duration of the project. During this time, schools are involved in project activities and gain access to the broader MAC resources and support services, including online professional learning modules, implementation tools, and community events.

Participation offers a unique opportunity to help shape validated, research-informed approaches to assessing complex competencies while building capacity and shared understanding across the network of schools.





New Pedagogies for
Deep Learning[™]
A GLOBAL PARTNERSHIP

Examples of 2025 MAC Development Projects

Melbourne Metrics collaborates with Professor Michael Fullan and the Global New Pedagogies for Deep Learning team to support an international network of schools to test and provide feedback on assessment resources for the NPDL six C's.

Edmund Rice Education Australia's Flexi Schools are working in partnership with Melbourne Metrics on a two-year project to test and improve assessment resources that support the teaching and learning of the Australian General Capabilities.

Benefits of being in a MAC Development Project

Schools engaged in a MAC Development Project gain early access to cutting-edge assessment tools and frameworks, developed with the guidance and support of University experts. They have the opportunity to trial and refine new approaches tailored to their local context, working alongside academics and other innovative schools in a collaborative, research-informed environment. Participation in these projects offers recognition as a valued contributor to the research and development of next-generation assessment tools and instruments while building teacher capacity to assess and report on complex competencies in meaningful ways.

Nangiloc Colignan Primary School

www.nangilocps.vic.edu.au

Principal: Ben Crum

New Metrics lead (primary contact): Jessica Baker



WHY NEW METRICS

At Nangiloc Colignan Primary School, our community values curiosity, compassion, and practical problem-solving. Traditional measures often miss these strengths, so joining New Metrics for Success helps us recognise and assess what truly matters – the development of complex competencies such as collaboration, communication, and acting ethically. Our vision – Lead, Inspire, Inquire – guides us to design learning where students connect their passions, demonstrate growth through inquiry, and share who they are becoming, not just what they can do. We aim to redefine success by valuing confident, capable, and compassionate learners who are prepared to lead positive change.

IMPACT TO DATE

Through New Metrics, our school has shifted from seeing learning as content coverage to recognising it as competency growth. The Agency in Learning framework now anchors planning, assessment, and reflection, with students confidently articulating their progress using shared language. Teachers design inquiries that connect competencies, curriculum, and performance tasks, bringing coherence across the school. Our learning stories, student reflections, and community exhibitions show clear evidence of growth in collaboration, communication, and ethical action, validating our shared belief in Lead, Inspire, Inquire.

OUR JOURNEY

Our journey with New Metrics for Success has centred on designing a clear, school-wide approach to learning through the Agency in Learning framework. This framework embeds the competencies into six phases of inquiry from Visioning to Sharing, guiding students to plan, act, and reflect as capable, ethical learners. We've also sequenced our curriculum across a two-year cycle, allowing for term-based, student-led projects built around essential questions and engaging performance tasks. This approach has unified teaching, strengthened assessment, and brought our vision to life in every classroom.



Pulteney Grammar School

www.pulteney.sa.edu.au

Principal: Greg Atterton

New Metrics lead (primary contact): Nadia Maglica



WHY NEW METRICS

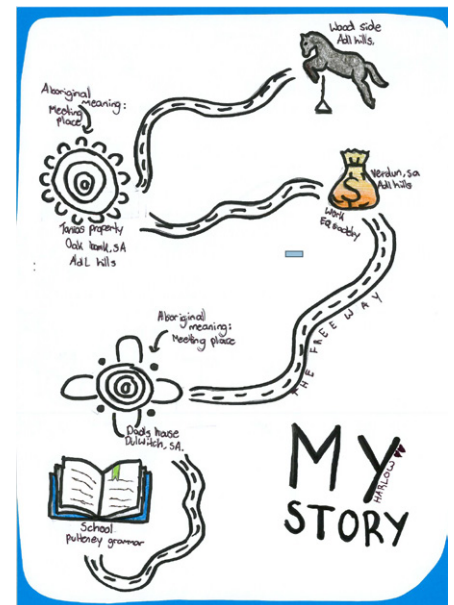
Pulteney acknowledges that the future of education will look different. While academic rigour is important, our deep understanding of our students allows us to strengthen their post-school opportunities by recognising more of their capabilities. We are purposeful in teaching students to be better people and, therefore, better learners, which enhances their capacity for success and ensures that they leave school with the tools and resilience to handle an ever-changing society. Given the growing number of online interactions and their side effects, supporting our students' wellbeing sits high on our priority list. Through the use of New Metrics for Success, our support for the whole student and personalised learning has become more intentional. The world needs good people to lead change.

OUR JOURNEY

We are currently embedding capability learning design into our curriculum through carefully created time in the timetable. We have promoted research into new metrics for success and the ultimate purpose guiding this change. We are designing operating systems to support this shift, including hands-on learning design and direct facilitation of capability development. Staff are currently teaching capability-focused learning programs with themes and specific capabilities. Students are benefitting from a different narrative and opportunities for growth in Quality Thinking and Agency in Learning. While the shift is complex, it is purposeful and recognisable.

IMPACT TO DATE

We are developing staff capacity to both teach and recognise capabilities. The regular capability teaching space has provided opportunities for staff to try new things and engage in activities and projects not normally possible in the mainstream curriculum. Our focus on implementing immersion programs and structuring them explicitly to provide opportunities for capability growth, while making the learning design as practical as possible, is rewarding. We are refining our data collection by establishing tailored capture processes and streamlining the complexity of data capture to ensure it serves a specific purpose. This is also being aligned with the SACE Learner Profile project as we actively explore learner profile opportunities. There is much more to do, but we are on the journey!



Rossmoyne Senior High School

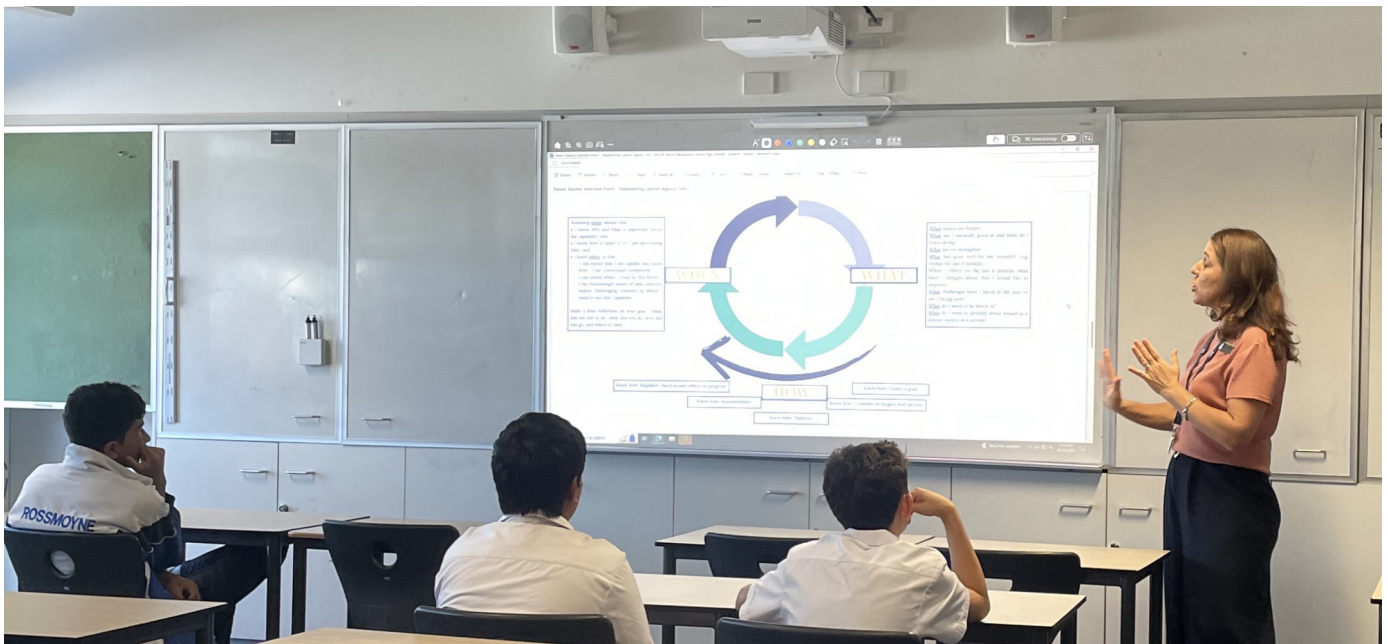
www.rossmoyne.wa.edu.au

Principal: Alan Brown

New Metrics lead (primary contact): Stephen Pountney



ROSSMOYNE
SENIOR HIGH SCHOOL



WHY NEW METRICS

Rossmoyne has completed its first Empowering Learner Agency through Self-Development Cycle, enabling students to reflect, plan and assess progress against their goals. Students consider where they are going, determine how well they are going and how they know, reflect on how well they did and what they could do differently, and make resultant plans for improvement. Students will develop capabilities in a range of different ways, and in doing so become lifelong learners – truly agentic human beings. Rossmoyne is learning from the approaches of the New Metrics partnerships, and in 2025 is trialling Ruby and other measurement tools to determine alignment opportunities and to provide students with a further range of evidence of their progress and achievement in the new grammar.

OUR JOURNEY

Rossmoyne Senior High School has been on a capabilities journey for many years. Through deep and broad research into relevant Australian and international literature to identify the current thinking around work capabilities, in addition to research and reports from industry, the school has aligned findings and evidence-based practice in the explicit teaching of work capabilities to develop and embed its Capabilities for Learning and Life framework. In 2025, we have introduced an Empowering Learner Agency through Self-Development Cycles process, which provides each student with an electronic space and a process to reflect, plan and assess progress against their goals, semester by semester.

IMPACT TO DATE

In Semester 1 2025, 2800 students completed mid-year report comments, reflecting on their personal journey in the development and growth against selected school capabilities: the first successful trialling of the Learner Agency through Self-Development Cycles process. By the end of the year, students will complete their first self-reflection cycle and write their own reflective report comments. As the school moves into its next 5-year Business Plan, capabilities and this student self-reflection cycle will be further embedded into the school's priorities.

Santa Sophia Catholic College

www.santasophiaboxhill.catholic.edu.au

Principal: Mark De Vries

New Metrics lead (primary contact): Chris Maguire



WHY NEW METRICS

The Santa Sophia community is committed to preparing students for the workplace of the future – a world of rapid change, complexity, and continuous learning. Traditional measures no longer capture the full range of capabilities young people need to thrive. Developing, assessing and recognising broader competencies – Agency in Learning, Quality Thinking, and Communication – is essential. Students must navigate uncertainty, collaborate, and influence positive change. Through New Metrics, Santa Sophia aligns learning with its mission to educate the whole child in a Christ-centred environment, extending this to teach the learner how to learn, and empowering graduates who are curious, courageous, and capable of shaping the future world of work.

OUR JOURNEY

Santa Sophia's New Metrics journey has been one of collaboration and growth. Teachers, leaders, and students co-designed a student workbook and Canvas course to deepen understanding of competencies like Agency in Learning, Quality Thinking, and Communication. Student leaders shaped the approach, and assessors built confidence through shared moderation. Guided self-assessment, goal setting, and reflection are now embedded, supported by explicit teaching, inquiry learning, and consistent engagement with the University of Melbourne to align practice and build credibility.

IMPACT TO DATE

Santa Sophia has seen a significant cultural shift through New Metrics. Student agency and reflection are now embedded, with learners confidently self-assessing and setting meaningful goals. Teachers demonstrate stronger alignment between pedagogy and competency development, supported by shared moderation and language. The introduction of the student workbook, Rocket Reports, and dedicated Canvas course has built consistency and visibility. Partnerships with the University of Melbourne have validated our approach. A key milestone was celebrating our Year 12 graduating class of 2025, where learner strengths were showcased during the graduation ceremony, and each student received a personalised Fan Report in their graduation pack.

2024/25 New Metrics Calendar

	Term 4	Term 1	Term 2	Term 3
Students	- Nominate Assessors (choose 3-4 teachers) - Complete the Student Reflection Tool for each competency - Share insights and co-design a goal with their teacher assessor	- Review Rocket Report and reflect via Workbook - Participate in class-based goal-setting sessions with assessors - Refer to the goal when competency is rich within the learning tasks	- Complete the Student Reflection Tool for each competency (on the way)	- Complete the final Student Reflection Tool for each competency - Receive Credentials at Graduation Evening
Teachers	Orientation Session: • Attend induction session to understand framework and resources • Complete self-assessment tools for each competency in small groups - Assist students with goal setting in class	- Complete Rocket Report for allocated students (T1W4/5) - Continue goal-setting with students as needed in class	- Engage in School-based PL Session (W1 School of Challenge Agenda) - Support students' reflection activities	- Input credential data by 25th August for distribution at Graduation Evening - Assist with Culminating Assessments if applicable
Leaders	- Conduct induction sessions for Year 12 teachers and students - Facilitate assessor allocation based on student nominations - Add classes, teachers and students to Ruby - Collect feedback from the 2024 cohort to improve the framework	- Provide Rocket Report support and ensure timely completion - Oversee class-based goal-setting sessions as needed	- Run well-being sessions with student leaders to reinforce competencies - Monitor the use of the New Metrics Canvas Course	- Coordinate final credential data input by 25th August - Manage early acceptance deadlines (e.g., 2nd July MU, 4th September WSU)

SPOTLIGHT INITIATIVES

NEXT-GENERATION LEARNING

CONTACT INFORMATION

assessment-community@unimelb.edu.au

Next-Generation Learning (NGL) is an evidence-based, two-year national initiative designed to broaden the definition of learning success and strengthen modern learning partnerships among students, teachers, and school leaders.

In collaboration with the Australian Secondary Principals' Association (ASPA) and the Australian Learning Lecture (ALL), this program serves public secondary schools from four networks across Australia - in South Australia, Queensland, the Australian Capital Territory, and New South Wales - to use assessment as a lever to honour, inspire and develop students' passions and learner agency.

This initiative empowers Australian public schools to pioneer a future-focused model of learning — one that recognises the full range of what young people know, can do, and aspire to become. Students' passions are the driving force of NGL, and educators are challenged to rethink how they harness these passions to drive student agency and learning.

What does it mean to be part of NGL?

Next-Generation Learning schools join a national network of forward-thinking educators and learners working alongside academics and professional staff from the University of Melbourne.

Participating schools:

- work at the intersection of student passion, agency and authentic partnerships to empower students to drive their own learning as well as school and system change
- engage in structured professional learning to build staff and student capacity in the design of learning that fosters capability in Agency in Learning
- trial tools and approaches for recognising and reporting on students' passions and agency in learning'

This initiative doesn't prescribe a single model — it meets schools where they are. Each participating school builds upon its own strengths and priorities while exploring practical ways to engage learners more deeply and make learning success more visible through assessment.

NGL activities and resources

Over the two-year journey, schools collaborate with leaders, teachers, students and academics through a blend of online and in-person learning experiences designed to build capability, share practice, and create meaningful change.

Key activities include:

- Professional learning workshops: a series of structured online and in-person sessions over the course of the two-year project, exploring next-generation learning, assessment, and reporting practices. In-person sessions are designed for 3-5 participants from each school (including students) to connect with other schools to share and learn together.
- Applied Learning Project: an opportunity for school teams — including students — to co-design, test, and reflect on new approaches to assessment.
- Access to the University's online assessment platform, Ruby to generate learner profiles and reports for secondary students, showcasing capability.
- Use of other resources and tools, including assessment tools, practical guides and exemplars to support schools' documentation of learning and impact.

A PARTNERSHIP BETWEEN



Next-Generation Learning

Recognising more of who students are, and what they know and can do

Who participates?

Schools are encouraged to form a small team to champion the work. This typically includes a school leader as well as teachers and students. This core team is charged with leading the new learning in their school, to support whole staff access to the program's resources and tools.

Benefits of participation in NGL

Participation in Next-Generation Learning positions schools as members of a network at the forefront of public education innovation. Through this initiative, schools:

- strengthen student engagement and agency by co-designing learning experiences that reflect learners' passions and strengths
- generate Learner Profiles that recognise and make visible student capabilities — useful to students, teachers, and families
- build teacher capacity to design learning that activates agency and enhances engagement
- foster strong learning partnerships between students and teachers through shared conceptions of agency, passions in and for learning, and ownership of learning
- join the ecosystem of schools and partners engaged in future-focused models of assessment and reporting.

Scotch College Adelaide

www.scotch.sa.edu.au

Principal: Trent Driver

New Metrics lead (primary contact): Mark Goreham



WHY NEW METRICS

At Scotch College Adelaide, we are re-imagining success so that every learner grows as a thoughtful, ethical and active contributor to their community. Our families and teachers recognise that thriving in the future demands more than knowledge alone – it requires learners who can think critically, act ethically, and collaborate with purpose. Embedding complex competencies across the curriculum and beyond empowers students to connect what they learn with who they are and how they can make a difference. By valuing reflection, agency and wellbeing alongside academic rigour, we are preparing young people to lead lives of substance, courage and compassion.

OUR JOURNEY

Our journey has centred on intentional curriculum design and authentic assessment, guided in the Junior School by the Framework and Structured Inquiry units. We have expanded competency-based learning from classroom to community through experiences like the Festival of Ideas, World Peace Game, Ethical Explorers program, Active Citizenship groups, 9@Scotch and Service Learning experiences. Teachers and leaders collaborate through curriculum design and reflection cycles. We use Rocket and Fan Reports to support student goal-setting and self-assessment. This shared practice has strengthened coherence across learning areas and deepened understanding of how competencies develop over time.

IMPACT TO DATE

Competency development is now part of Scotch's learning grammar – visible in lessons, co-curricular life and reflection practices. Students increasingly take ownership of their learning: they seek feedback, act on it and articulate progress. Student leaders have initiated and led complex competency development initiatives, including the Helping Hands Program (see photo). Teachers design for transfer and intentionally plan time for reflection, while cross-disciplinary projects allow competencies to be demonstrated in authentic contexts. We are seeing deeper student engagement, more connected teaching teams and greater community understanding of what it means to learn with agency and integrity. Step by step, a culture of purposeful, evidence-rich learning continues to take root.

St Columba Anglican School

www.scas.nsw.edu.au

Principal: Allan Guihot

New Metrics lead (primary contact): Elissa Strahley



St Columba
Anglican School

WHY NEW METRICS

St Columba prides itself on academic excellence and whole-student development, providing rich co-curricular opportunities. However, we recognise that traditional measures alone no longer capture the skills our students develop. Success today demands complex competencies, not just high exam scores. As a Deep Learning Community, we are committed to the 6Cs global competencies. New Metrics validates this work. It complements our framework by providing a robust assessment tool for complex competencies. This work formally recognises competence via the Learner Fan Profiles and the Australian Learner Competency Credentials (ALCC). Our ambition is a culture where we measure what we value, ensuring every graduate leaves with both a strong academic record and a validated credential of the skills needed for a life of purpose and engagement.

OUR JOURNEY

- **Curriculum Embedding:** We intentionally integrate the 6Cs into Learning Intentions and documentation. We introduced Stage 5 DL Electives for specialised development.
- **Staff Capacity:** We invest in professional learning and use our Professional Learning Teams to upskill teachers in designing and assessing complex competencies.
- **Agency PD:** We hosted two professional days focused on Agency in Learning with Professor Sandra Milligan, including in-school moderation for reliable assessment via Learning Conversations.
- **Recognising Competence:** This is formalised through progressive reports on competencies in Stage 4/5. It culminates in the Year 9 Learner Fan Profile and the ALCC for Year 11 students.

IMPACT TO DATE

A key milestone is the Year 12 Induction and Commissioning Service, which has shifted our school narrative. This event marked the first-ever awarding of the ALCC to our Year 11 students, with parents in attendance. This validated our Deep Learning approach by moving beyond traditional academic reporting to certify the essential skills students need for future success in work and further education. The Service transforms a graduation rite into a public declaration that we assess what we value.



St Joseph's College Echuca

www.sje.vic.edu.au

Principal: Anne Marie Cairns

New Metrics lead (primary contact): Lisa Saillard



WHY NEW METRICS

St Joseph's College recognises that traditional measures of achievement no longer reflect the full range of skills students need to thrive in a complex world. We want learners who can think critically and creatively, communicate effectively, act ethically and take ownership of their learning. The New Metrics approach supports our vision to value and recognise these broader competencies, such as collaboration, problem-solving and resilience, alongside academic achievement. By developing and assessing these skills, we aim to foster deeper learning, engagement and success for every student beyond school. This is particularly important as our Vocational Major (VM) program grows, allowing recognition of students' broad range of skills.

OUR JOURNEY

In 2023, PLT groups explored deep learning and the 6Cs to strengthen our understanding of complex competencies. We launched a Year 7 Change Makers program focused on collaboration and agency, and redesigned the Year 9 program to include Amplify, an inquiry-based subject linking New Metrics competencies with social enterprise. Students received a Rocket Report highlighting their growth. New topic plans now embed opportunities to build agency and collaboration, and in 2026, New Metrics will expand into the Year 10 VM program and our Years 7-9 Acorn Academy Accelerated Learning Program.

IMPACT TO DATE

Through our work with New Metrics, we have seen a clear shift in both teacher understanding and student engagement. All Year 9 teachers now demonstrate a broader understanding of the New Metrics competencies and how to intentionally embed them in learning design and assessment. Students are beginning to recognise and value the development of these competencies, such as collaboration, creativity and agency, as essential to their growth, not just as part of schoolwork, but as skills that prepare them for life beyond the classroom.

St Michael's Collegiate

www.collegiate.tas.edu.au

Principal: Dr Julie Wilson Reynolds

New Metrics lead (primary contact): Todd Blackhall



WHY NEW METRICS

Within our Tasmanian context, we recognise the need for education that is place-based, relational, and future-focused. Our school community values courage, integrity, and compassion, seeking learning that extends beyond academic success to include agency, collaboration, creativity, and character. Developing and recognising broader complex competencies enables students to understand and demonstrate the dispositions needed for lifelong learning and contribution. Embedding competencies such as these reflects our ambition for authentic, interdisciplinary learning that prepares students to navigate complexity and thrive beyond school. In Tasmania's uniquely entrepreneurial economy, our students need the capability to see opportunity and to create and lead with a solutions focus to work.

OUR JOURNEY

Our journey with New Metrics is collaborative and iterative, grounded in staff-led experimentation and reflection. Volunteer teachers are trialling competencies within classroom settings and exploring digital credentialing through the Ruby system. Current projects include 8explore (Agency, Collaboration, Quality Thinking), 9ASPIRE (Collaboration), and the Year 12 Credential (Agency, Collaboration, Citizenship). Upcoming initiatives, such as Year 6 PBL and a Year 4 formative pilot, will expand this work, leading toward a change to our reports, alignment with existing Learning Capabilities, and development of a Collegiate Learner Profile.

IMPACT TO DATE

We've seen a clear shift toward a shared language of learning, with staff and students using terms like 'agency' and 'collaboration' across programs and various learning contexts. A growing percentage of teachers have acquired experience and increasing confidence identifying and assessing complex competencies. Students understand the concept of these assessments and are beginning to interact with the elements of each. Trials of the Ruby system have validated new ways to collect evidence. As a teaching and learning priority, work in this area is reinforcing that learning is more than grades and that a revision of our reporting process is worthwhile. A graduate profile of our students is bubbling to the surface.



SPOTLIGHT INITIATIVES

NEW METRICS INTERNATIONAL SCHOOLS PROGRAM

CONTACT INFORMATION

assessment-community@unimelb.edu.au

The New Metrics International Schools Program (NMIS) is a partnership between Melbourne Metrics and the Council of International Schools (CIS) that brings together a select group of ‘first mover’ CIS member schools who share the same goal of broadening the way educators assess, recognise and report on students’ competencies and achievements.

NMIS schools use new metrics to drive transformation in teaching, learning, assessment, reporting and credentialing of learners’ competencies. NMIS schools have learning ambitions for their students beyond scores on traditional measures and exams.

They seek to develop young people who have the competencies to flourish at school and beyond. As NMIS is run in partnership with CIS, an international accrediting body with both K-12 school and university members, there is potential for an international Matching for Success project to emerge from the NMIS program.





What does it mean to be a NMIS participating school?

NMIS participating schools will join a cohort of likeminded schools on a two-year initial program where each school will have opportunities to explore and use next-generation assessment tools, frameworks and credentials aligned to the specific needs of their own school. The benefits of working cooperatively with likeminded schools and international organisations, such as The International Baccalaureate Organisation, Cambridge Assessment and The College Board, include the development of a common assessment currency as well as the creation of a community of practice to mitigate challenges and maximise opportunities that arise when aligning schools' assessment, reporting and learning designs with a modern educational model in an international school setting. NMIS participating schools will gather twice a year at host participating schools to collaborate on this work, and will meet with an 'Assessment Coach', an academic member of the Melbourne Metrics team who strives to know each individual school community well to contextualise the work to their setting.

What are the benefits of being in the NMIS program?

- Whole-staff access to the Melbourne Metrics NMIS portal and use of the University's online assessment platform, Ruby
- Assessment designs from Melbourne Metrics providing comparable, scalable, standards-based, calibrated assessments that have currency beyond an individual school
- Support materials including 'How to Assess' competency kits for all seven competencies
- Guidance from a dedicated Melbourne Metrics assessment coach, who will get to know the school's context and ambitions well to scaffold the school's journey and provide assessment and recognition expertise
- Expertise in incorporating competency assessment into school assessment policies
- Advice for school leaders on the enabling conditions desired for competency development (e.g., school organisation, programs, teaching arrangements)
- Unlimited access for all staff to the online professional learning course 'Measuring what Matters' as well as enrolment for some leaders in the online leadership development course 'Transforming Assessment Design'
- Access to Melbourne Metrics research and industry reports
- Additional targeted professional learning as requested by individual schools
- Invitation to three program seminars (two in-person, one virtual) per year
- Optional membership of sub-groups formed around shared priorities (e.g., Advanced Placement, Cambridge Assessment, International Baccalaureate, Global Citizen Diploma or Global Impact Diploma working groups)
- Invitations to Melbourne Metrics events, webinars, recordings and publications
- Invitations to additional workshops attached to wider CIS events

St Michael's Grammar School

www.stmichaels.vic.edu.au

Principal: Gerard Houlihan

New Metrics lead (primary contact): Ross Phillips



WHY NEW METRICS

At St Michael's Grammar School, there is strong agreement on the need to teach and assess broader, complex competencies, not just subject-specific content. While ATAR remains the focus of most of our students, our community values of student agency, lifelong learning, and contributory citizenship are not reflected in ATAR. We seek to supplement traditional measures of success to more fully recognise what matters. Our Framework for Teaching, Learning and Caring incorporates Michael Fullan's Six Global Competencies, which align with the competencies of New Metrics—especially when Agency in Learning is included. New Metrics supports our ambition to evolve curriculum, assessment, and credentialing to reflect and acknowledge the full scope of student growth.

OUR JOURNEY

St Michael's has experienced evolutionary change in its practices through our years with New Metrics, including changes in reporting. A Learner Profile rubric of competencies was introduced for all Year 7-12 students, which is completed four times per year for all subjects. Year 6 students receive a bespoke Year 6 Learner Credential. In 2024, we trialled the Australian Learner Competency Credential (ALCC) for reporting on student competency development in the Year 8 City Experience. This trial taught us the importance of raters having experience in the students' competency development over an extended period. In 2025, selected Year 12 students received the ALCC after nominating raters in each competency.

IMPACT TO DATE

There has been a gentle shift in the perceptions of students, teachers and parents, regarding what is valued in education. The use of rubrics involving the competencies of Communication, Collaboration, Critical and Creative Thinking and Agency in Learning has highlighted these competencies in the minds of teachers, and the reporting of these to parents has prompted conversations and new awareness. The rubric format helps to educate stakeholders in what is meant by each of the competencies and their ratings. Teachers have gained a deeper understanding of the competencies through completing ratings on Ruby and participating in case moderation practices. Assessment tasks and learning activities have evolved to help develop and make the competencies visible.



WHY NEW METRICS

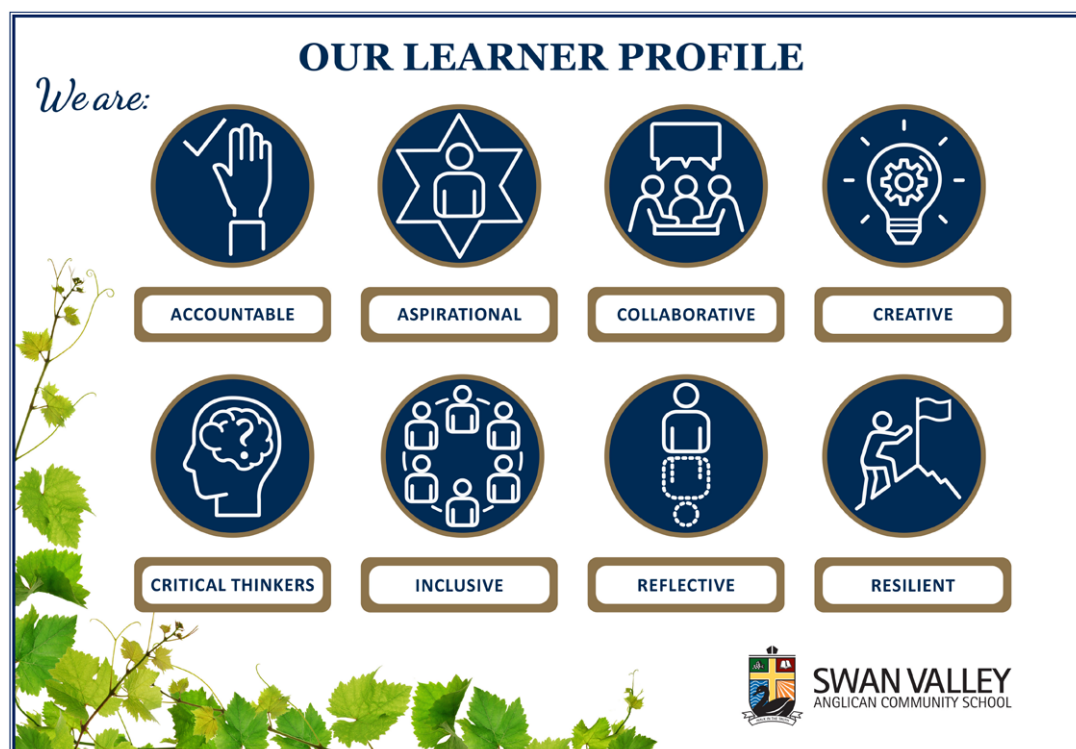
We are a vibrant and diverse community that values the whole learner – character and academic growth. Our Learner Profile captures the kind of young people we hope to grow for the future: accountable, aspirational, collaborative, creative, critical thinkers, inclusive, reflective and resilient. These attributes sit at the heart of our learning culture and shape how we teach, connect and grow together as a learning community. Partnering with New Metrics helps us bring this vision to life, making these attributes visible, credible and valued through meaningful ways of assessing and celebrating student success, whatever pathway they have chosen. At a cultural level, there is a noticeable shift towards valuing student agency and voice, with students now more aware of their competence.

OUR JOURNEY

Our journey with New Metrics began with a shared desire to make learning more meaningful for every student. Driven by appreciative inquiry, our work explored how the development of a bespoke Learner Profile and New Metrics Competencies could strengthen student-centred learning, with a focus on enhancing agency and voice. Early work focused on professional learning and recalibrating assessment design to help students demonstrate these competencies in authentic ways. Teachers have used rubrics, gathered evidence and reflected collaboratively on progress. This approach has begun to shift classroom culture and professional dialogue, embedding a more holistic understanding of student success.

IMPACT TO DATE

Teachers continue to collaborate through three strategic projects focused on integrating complex competencies into learning and assessment design. To date, our work has led to clear and measurable shifts in practice, culture, and shared understanding across the school. Teachers are increasingly designing assessments that make student learning visible through authentic evidencing of complex competencies, supported by New Metrics assessments and tools. This has validated the strength of our Learner Profile as a living framework that shapes our learning design and student reflection. Every VET student in 2025 graduated with the Australian Learner Competency Credential evidencing capabilities in Agency in Learning, Collaboration and Personal Development.



The Friends' School

www.friends.tas.edu.au

Principal: Esther Hill

New Metrics lead (primary contact): Megan Eddington



WHY NEW METRICS

As a Quaker school, we value every individual's gifts and contributions to our learning community and the intrinsic worth of each person. While this includes academic growth, we are equally dedicated to the development of the whole child and the competencies they need to flourish in any situation. The New Metrics project provides us with the language and structure to refocus our assessment and learning design and highlight the aspects we value most. It enables students to recognise their strengths and apply key capabilities in their learning. We have found that the complex competencies and their elements align strongly with our Purpose and Concerns, which outline our overall learning ambitions.

OUR JOURNEY

Our approach to New Metrics began with a whole-school professional learning day allowing teachers to take a deep dive into planning for competency development. Follow-up sessions promoted sharing, reflection, and brainstorming. Example projects include: Year 4 integrating Active Citizenship into their 'Who We Are' unit of inquiry; Outdoor Education embedding opportunities to develop Agency in Learning in Year 7 camps; Middle School student council representatives reflecting on how their strengths can support student initiatives; and our school joining the Matching for Success project. We plan to build on these projects to embed New Metrics assessment further into our practice in 2026.

IMPACT TO DATE

In projects where teachers have unpacked the competencies with students, self-awareness has increased. This awareness has empowered their learning. It has also affirmed the way teachers embed the Approaches to Learning and the Learner Profile into our IB programs. New Metrics has influenced our professional dialogue and reflection. Teachers are engaged in rich discussions around unit design and learning experiences, purposefully integrating competency development into their planning. These conversations have broadened to assessment structures required to reach our learning ambitions. Important conversations are continuing on how to best design learning and assessment to capture competency growth and how to effectively communicate these new structures and student progress to families.

The Knox School

www.knox.vic.edu.au

Principal: Nikki Kirkup

New Metrics lead (primary contact): Liana Gooch



The Knox School

WHY NEW METRICS

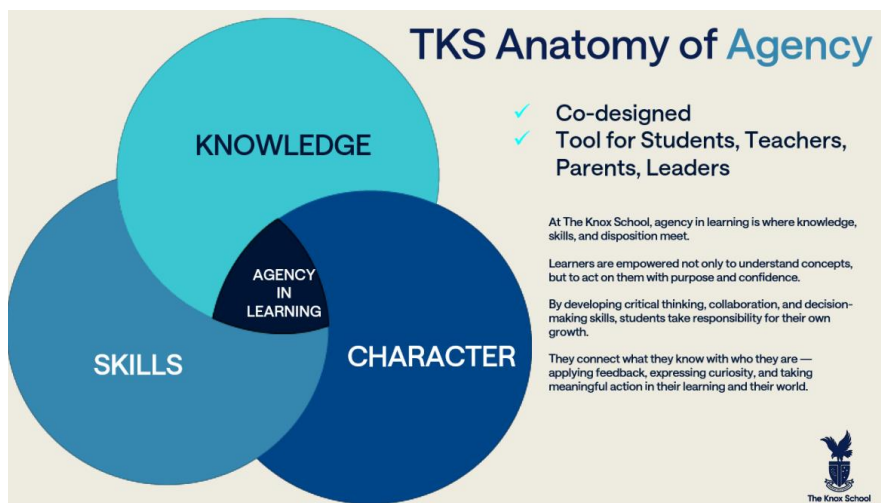
Our community empowers students to thrive beyond school through authentic, purposeful, and personalised learning connected to the real world. Guided by our TKS Learning Ecosystem, we cultivate growth across the three journeys of character, skills, and knowledge through a holistic, student-centred approach. Reimagining assessment, we embrace broader, complex competencies that reflect each learner's unique strengths, growth, and aspirations. Through experiential and community-connected learning, supported by Ruby's assessments, teachers provide continuous feedback, ensuring learning remains personal, meaningful, and future-focused.

OUR JOURNEY

Our journey to embed broader competencies has been deliberate and dynamic, shifting from traditional assessment to valuing complex, authentic learning. Through Knoxpeditions, our project-based learning framework, we've trialled competency assessment in real-world, curriculum-based contexts before broader implementation. Professional learning has built shared understanding, language and assessment consistency, supported by innovative tools, e.g., AI chatbot and observation templates. A new student and teacher co-designed agency reflection toolkit will strengthen the application of agency and will be trialled in early 2026.

IMPACT TO DATE

Our work has led to significant shifts in teaching and learning. Through project-based learning and design thinking, embedded in programs like Knoxpeditions and the Year 9 Cube, students are demonstrating greater confidence, character, and self-direction, and deeper learning outcomes. Communication skills have notably improved, with learners articulating and evidencing their competencies. These approaches are mirrored in staff practice through the CPLP model, strengthening teacher understanding of Agency in Learning and fostering pedagogical change. Competencies now provide a shared language that enhances student growth and development, with Agency in Learning to be supported by our agency reflection toolkit. Building on this success, we are expanding our credentialing across key programs.





Principal: Nick Evans

New Metrics lead (primary contact): Cameron Paterson

WHY NEW METRICS

Wesley builds strong academic foundations and develops broader capabilities. In coeducational classrooms, students engage with diverse perspectives that strengthen communication, collaboration, problem-solving, and active and global citizenship. Curiosity, critical thinking, and ethical judgement drive learning and prepare students for future challenges. Through our partnership with New Metrics, we use validated assessment tools to measure complex competencies, develop competency profiles, and apply research to guide innovative practice. We aspire to deliver authentic assessment and reporting that capture the full scope of learning, not just traditional academic measures. We align this with our holistic vision and the ambitions of IB and VCE programs.

OUR JOURNEY

Wesley College adopts a research-partnership approach, enabling an opt-in model that drives innovation across campuses. The New Metrics journey strengthens teachers' and leaders' capability in assessment practices. Teachers upskill in using learning progressions, conducting observations of student learning, and unpacking New Metrics competencies to deepen understanding of learner agency. They develop expertise in assessing competencies such as Agency in Learning, Collaboration, and Communication, as well as moderating assessments, incorporating New Metrics student reflection tools, experimenting with agentic forms of assessment, and aligning competencies with PYP and MYP learning design.

IMPACT TO DATE

Assessment practices are shifting from compliance-driven to approaches that position students as active producers of learning and participants in agentic assessment opportunities. At Clunes, our Year 9 residential program applies competency tools and credentialing in authentic contexts, including the Living Well unit and the inquiry project Passion, Agency and Community. MYP subjects embed competency elements into learning design and assessment, and self-reflection tools amplify student voice in reporting. A successful Year 6 credentialing trial supports the transition to Year 7 and recognises student competency growth in the PYP exhibition and program. We are planning to introduce an opt-in senior digital credential in 2026, informed by our participation in the Matching for Success project.



Woodleigh School

www.woodleigh.vic.edu.au

Principal: David Baker

New Metrics lead (primary contact): Richard Owens



WOODLEIGHschool
A SCHOOL of INDEPENDENT THOUGHT



OUR JOURNEY

In 2025, our main focus has been on the integration and use of New Metrics assessments in our new Year 10 program for a cohort of students. As we are using a staged implementation model, we are continuing to focus on learning and assessment design at this year level, including reflection on implementation across the year. Beyond Year 10, we are looking for opportunities to collaborate with the university and other partners on what this work might look like in the context of our IB programmes.

IMPACT TO DATE

The school has made a range of changes to support new learning ambitions and new assessments. These have included some changes to timetable structures, new staffing models, and the establishment of new learning spaces. The successes we have enjoyed this year have leveraged these developments, with support of a dedicated teaching team who are leading the work, proving critically important. Milestones have included training of new staff, wider participation in New Metrics seminars, scaling up of assessments across the cohort, and completion of assessment for credentialling.

WHY NEW METRICS

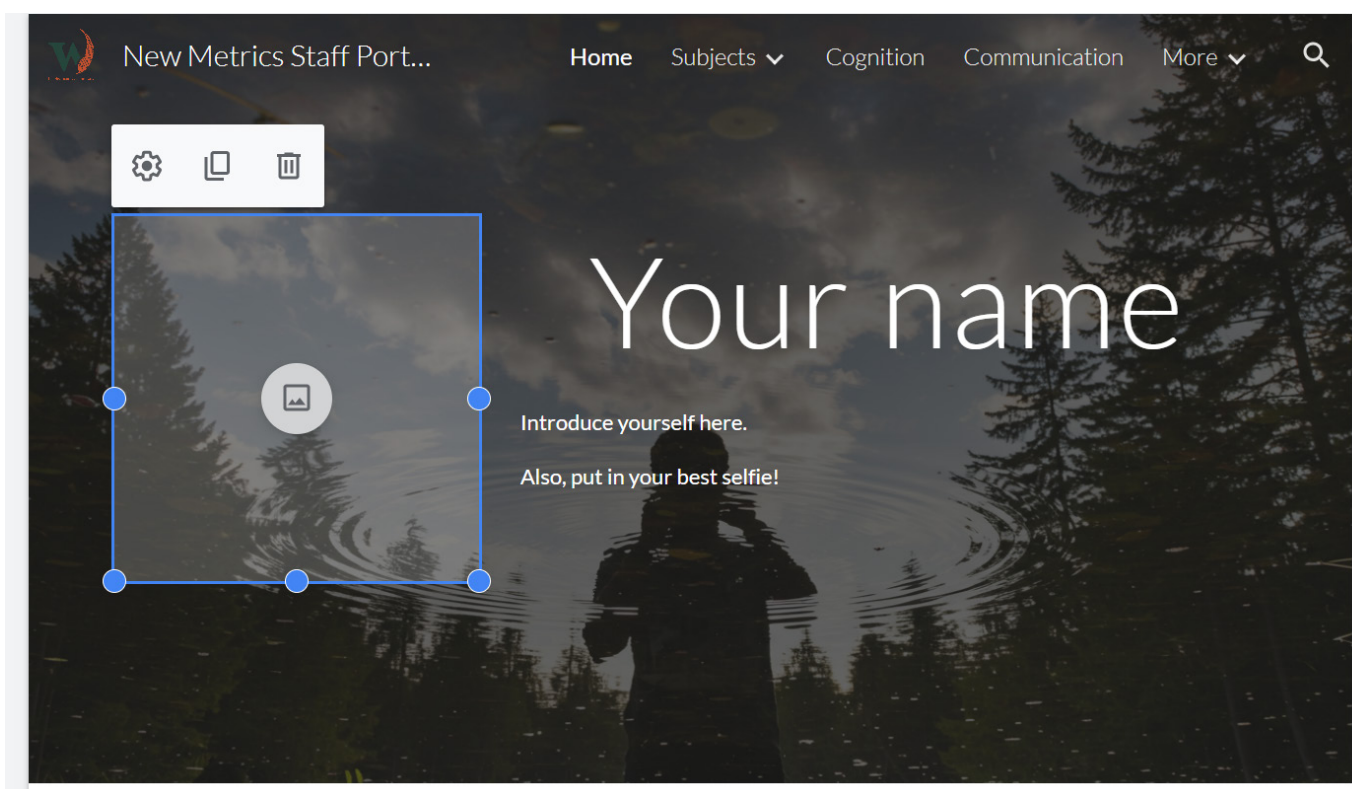
Our campus is a senior campus of two inner city schools. Our students are from a diverse range of contexts and are engaging in their studies for a variety of reasons. The decision to engage with New Metrics supports our vision for learning success at Wurun. We believe in the right of all students to access a high-quality education regardless of their chosen pathway. Our priority is that students are recognised for their strengths and are given every opportunity to reach their goals. Success looks different for each student, and we appreciate that not all of our cohort will take the same path in the future. Our assessment of complex competencies in addition to the traditional assessment in VCE has allowed us to better understand how our students learn.

OUR JOURNEY

We have completed and published progress reports of the complex competencies for all students in Years 11 and 12 in 2025. Teachers have developed a clear understanding of the learning design within their subject areas that enables them to make authentic judgements about a student's level within the given capabilities. This is seen in our rubric design and implementation. Students have been given the opportunity to reflect on their learning success in their digital portfolios, using the capabilities to draw a strong narrative of what learning looks like for them. We had a further 15 students in 2025 who completed the Australian Learner Competency Credential with a completed certificate.

IMPACT TO DATE

We are continuing to generate trust by taking the time to implement the competencies in a meaningful and deliberate way. We are working with our students and teachers to champion the work, building efficacy and collaborative responsibility along the way. We ensure that when challenges arise, we take a step back, monitor and reflect on the progress, and adapt to the needs of all stakeholders. We are prioritising the work, giving it time in our schedule with teachers and staff. We are building resources that work within our context and align with our campus vision and goals, allowing us to build greater trust and focus on the implementation of the competencies. Key milestones include the release of semester reports and the digital learning portfolio.



Yeronga State High School

www.yerongashs.eq.edu.au

Principal: Ben Orford

New Metrics lead (primary contact): Domini Roblin



WHY NEW METRICS

Our engagement with New Metrics enables us to reimagine what success looks like for every student. It deepens our vision of Quality Pathways to Success by recognising and valuing the diverse strengths and lived experiences that traditional assessments often overlook. Many of our students, including those who have arrived as refugees, demonstrate remarkable adaptability, resilience, and entrepreneurial skills – capabilities developed through navigating complex life circumstances. Yet these competencies are not always visible in conventional academic measures. Through New Metrics, we are finding ways to authentically acknowledge and credential these broader capabilities. Student voice remains central to our approach, as we empower young people to take ownership of their learning journeys.

OUR JOURNEY

Our program is driven by teachers who have opted in to develop the work in their teaching areas. We aim to credential in a few areas, and in others we are simply developing student's agency using simple feedback loops aligned to the elements of the Agency in Learning competency. Our work in Vocational Education and Training has been our biggest growth area this year and our learnings here will enable us to grow the work across other areas of the school. Key activities include: Arts Academy – Years 7-9; Entrepreneurship Program Graduate Skills – embedding employability skills in VET Student Leadership – Years 9 and 12; and Feedback Loops in Design Technologies – Year 9.

IMPACT TO DATE

The biggest impact for us has been on our staff development this year, with a number of new staff being inducted into the program. We have also discovered a strong alignment between the New Metrics competencies and our VET competencies in a few subject areas, and we will continue to explore this as we move forward.



Melbourne Metrics Partner Schools

School name	Location	School name	Location
Abbotsleigh School	NSW	Greystanes High School	NSW
Aberfoyle Park High School	SA	Guardian Angels Elementary School	Canada
Adelaide High School	SA	Guyra Central School	NSW
Albert Park Flexible School	QLD	Gympie Flexible School	QLD
All Saints' College	WA	Habitat for Aviation	United States
Amala Education	United Kingdom	Halls Head College	WA
Australian Science & Mathematics School	SA	Hampton Park Secondary College	VIC
Bangkok Patana School	Thailand	Hiba Academy Shanghai	China
Banksia Park International School	SA	Hobart Big Picture School	TAS
Bass High School	NSW	Holland Park State High School	QLD
Bayside P-12 College	VIC	Hong Kong Academy	Hong Kong
Berri Regional Secondary College	SA	Hunter Sports High School	NSW
Blue Mountains Grammar School	NSW	International School of Luxembourg	Luxembourg
BPL NY	United States	International Schools Brussels	Belgium
Brisbane South State Secondary College	QLD	Ivanhoe Girls' Grammar	VIC
Browns Plains State High School	QLD	Ivanhoe Grammar School	VIC
Camberwell Girls Grammar School	VIC	Jabiru Community College	QLD
Camberwell High School	VIC	James Fallon High School	NSW
Canberra College	ACT	Jerrabomberra High School	NSW
Carey Baptist Grammar School	VIC	John Wollaston Anglican Community School	WA
Cathedral College Wangaratta	VIC	Kang Chiao International School; Linkou Campus	Taiwan
Central Coast Sports College	NSW	Kardinia International School	VIC
Centre Education	QLD	Karratha Senior High School	WA
Chevalier College	NSW	Kelmscott Senior High School	WA
Cire Community School	VIC	Ken-Ton Big Picture	United States
Clare High School	SA	Kingscliff High School	NSW
Clonard College	VIC	KIS International School	Thailand
Cobram Anglican Grammar School	VIC	Knox Grammar School	NSW
Colyton High School	NSW	Kurri Kurri High School	NSW
Cook School (Acacia)	NSW	Lafayette Big Picture School	United States
Cooks Hill Campus	NSW	Lake Tuggeranong College	ACT
Coomababah State High School	QLD	Launceston Big Picture School	TAS
Coorparoo Secondary College	QLD	Lauriston Girls' School	VIC
Croydon Community School	VIC	Lawrence S. Ting School	Vietnam
Deception Bay Flexible School	QLD	Leominster Center for Excellence	United States
Driver Primary School	NT	Lincoln High School	United States
Dulwich College Beijing	China	Little House of Learning - U&I Educational Partners	VIC
Dulwich College Shanghai Puxi	China	Liverpool Boys High School	NSW
Dulwich College Suzhou	China	Liverpool Girls' High School	NSW
Eastern Fleurieu R-12 School	SA	Loreto College, Ballarat	VIC
Eltham High School	VIC	Luther College	VIC
Emmanuel Anglican College	NSW	Manjimup Senior High School	WA
Erindale College	ACT	Margaret River Montessori	WA
Erskine Park High School	NSW	Marlborough Girls' College	New Zealand
Esperance Anglican Community School	WA	Marymount School Barranquilla	Colombia
Evelyn Scott School	ACT	Melaleuca Park Primary School	SA
Faith Lutheran College Plainland	QLD	Mentone Grammar School	VIC
FAME Flexible Learning Centre	SA	Meriden School	NSW
Fitzroy High School & Wurun Senior Campus	VIC	Methodist Ladies' College, Claremont	WA
Five Islands Secondary College	NSW	Mill Park Secondary College	VIC
Foxwell State Secondary College	QLD	Mitcham Girls High School	SA
Frederick Irwin Anglican School	WA	Moerlina School	WA
Geelong Grammar	VIC	Monivae College	VIC
Genazzano FCJ College	VIC	Morisset High School	NSW
Glenunga International High School	SA	Mount Clear College	VIC
Golden Grove High School	SA	Mount Scopus Memorial College	VIC
Gorokan High School	NSW	Murwillumbah High School	NSW

School name	Location	School name	Location
Nangiloc Colignan & District Primary School	VIC	St Leonard's College	VIC
Nanjing International School	China	St Mark's Anglican Community School	WA
Naracoorte High School	SA	St Mary's Flexible School	NSW
National Hualien Senior High School	Taiwan	St Michael's Collegiate	TAS
National Tainan First Senior High School	Taiwan	St Michael's Grammar School	VIC
Newburgh Free Academy West	United States	St Peter's Girls' School	SA
NIST International School	Thailand	St. Bernadette School	Canada
Noosa Flexible School	QLD	Swan Valley Anglican Community School	WA
North Bay Met Academy at Windsor	United States	Sydney Secondary College - Blackwattle Bay Campus	NSW
Northam Senior High School	WA	Taipei Digital Experimental High School (T-school)	Taiwan
Northern Adelaide Senior College	SA	Tamworth High School	NSW
Northmead Creative and Performing Arts High School	NSW	The Alice Smith School	Malaysia
Notre Dame High School	Canada	The Friends' School	TAS
O'Loughlin Catholic College	NT	The Independent Schools Foundation Academy	Hong Kong
Ormeau Woods State High School	QLD	The Knox School	VIC
Pacific Lutheran College	QLD	Thornlie Senior High School	WA
Patterson River Secondary College	VIC	Tomaree High School	NSW
Perth Montessori	WA	Tonasket Choice High School	United States
Peter Carnley Anglican Community School	WA	Townsville Flexible School	QLD
Peterborough High School	SA	Trinity College Beenleigh	QLD
Phillip Island Village School (PIVS)	VIC	Ulladulla High School	NSW
Playford International College	SA	United Nations International School Hanoi	Vietnam
Plumpton High School	NSW	United World College of South East Asia	Singapore
Port Lincoln High School	SA	University of Canberra High School	ACT
Presbyterian Ladies' College	VIC	University of Canberra Senior Secondary College Lake Ginninderra	ACT
Princes Hill Primary School	VIC	Upper Coomera State College	QLD
Pulteney Grammar School	SA	Urrbrae Agricultural High School	SA
Queen Mira International School	India	Valley View Secondary School	SA
Robina State High School	QLD	Warners Bay High School	NSW
Rockhampton Flexible School	QLD	Wavell State High School	QLD
Rockingham Montessori School	WA	Wembley Primary School	WA
Roebourne District High School	WA	Wenona School	NSW
Rooty Hill High School	NSW	Wesley College	VIC
Rossmoyne Senior High School	WA	Western Academy of Beijing	China
Ruyton Girls' School	VIC	Wirreanda Secondary School	SA
Salesian College Sunbury	VIC	Wodonga Senior Secondary College	VIC
San Diego Met	United States	Wollongong Flexible School	NSW
Santa Sophia Catholic College	NSW	Woodleigh School	VIC
Scotch College Adelaide	SA	Yeronga State High School	QLD
Seaton High School	SA	Yew Chung International School of Shanghai Puxi	China
Serpell Primary School	VIC	Yorketown Area School	SA
Seton Catholic College	WA	Yule Brook College	WA
Seymour College SA	SA	Zurich International School	Switzerland
Shellharbour Anglican College	NSW		
Silkwood School	QLD		
South Sydney High School	NSW		
South West Community College	WA		
Southport Flexible School	QLD		
Spensley Street Primary School	VIC		
St Aloysius' College	NSW		
St Clair High School	NSW		
St Columba Anglican School	NSW		
St Francis Flexible School	TAS		
St Joseph's College Echuca	VIC		
St Joseph's College Newtown	VIC		
St Laurence Flexible Learning Centre	NSW		



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