



<b>Policy Number:</b>	STUDENT 04
<b>Policy Name:</b>	Assessment & Reporting Policy
<b>Contact Officer:</b>	Deputy Principal - Learning and Teaching
<b>Date Approved by Executive:</b>	May 28, 2018
<b>Date of Next Review:</b>	May 2021
<b>Related Policies:</b>	Learning, Teaching & Curriculum Policy Learning Areas Policy Assessment Grades Policy

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## PREAMBLE

God is at the centre of our College...Mercy is the heartbeat of the Gospel. We encourage every student to grow in the fullness of life and realise their potential through the bread we break at school, the bread of relationships and the bread of conversation. Let us engage the heart and bring faith to life and life to faith (Thomas Groome).

## LEGISLATION

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in *Ministerial Order No. 870*. This policy applies to St Joseph's College staff, including employees, volunteers, contractors and clergy.

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## 1. ASSESSMENT

### 1.1 Assessment must:

- Be based on the Gospel values of integrity, service, justice and forgiveness.
- Contribute to the positive learning environment in the College.
- Assist student learning by communicating results and forming a basis for further learning.
- Be a continuous process monitoring progress.
- Be related to part of curriculum expressing levels of achievement for learning outcomes.
- Provide information for a number of audiences - parents, students, and teachers, local and wider communities.

### 1.2 Assessment at St Joseph's College is the process, whether formal or informal, by which students, teachers and parents:

- Review the learning that has taken place.
- Make judgments about how effective it has been.
- Communicate this information effectively to the audiences for whom it is appropriate.
- Plan ways to enhance the future learning of the students involved.

## 2. ASSESSMENT PRINCIPLES

### 2.1 In reflecting the aims of the curriculum, assessment procedures at St Joseph's College both formal and informal will:

- Be linked very closely to effective teaching and learning strategies with assessment outcomes forming an integral part of individual diagnosis, remediation or acceleration, and course construction and planning.

- Ensure close linkages with preceding and succeeding phases of learning.
- Include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed.
- Where appropriate, be explicitly and usefully linked to the world of work, at the upper secondary level, through a range of practical learning experiences and competency-based methods.
- Relate directly to student's achievements based on the learning outcomes across the full range of areas of the Victorian Curriculum.
- Feature methods which encourage personal growth and co-operative attitudes and allow for balanced judgments of student strengths and limitations.
- Providing increasing opportunities for students to take responsibility for their learning, including peer and self-assessment.
- Provide students with clear levels of achievement which focus on valuing the actual work done by the student, and reflect judgments on the quality of the work that has been completed.
- Provide justice and fairness for all students by ensuring that the criteria for successful completion of Assessment Tasks are clearly communicated.

### **3. PRACTICES OF ASSESSMENT**

3.1 In administering fair, just and purposeful assessment, St Joseph's College will ensure that:

- The judgments of student performance are not prejudiced by factors outside the student's control, such as place and circumstances of living.
- The process of assessment incorporates elements of student involvement and appeal.
- The judgments of teachers, the quality of the learning process and the expected levels of achievement are monitored to ensure that they are of a standard comparable with those of the general student population.

### **4. ASSESSMENT PROCEDURES**

4.1 To support teachers in the implementation of the College's Assessment & Reporting Policy, procedures are to be established concerning:

- The provision of an assessment program that is comprehensive gives recognition and value to all learning activities set for students and indicates expected outcomes.
- A balanced Assessment Program that acknowledges the demands of assessment across the eight key learning areas, Religious Education and the individual needs of the students.
- The relationship of the Assessment Task or procedure to the learning objectives.
- The continuous and cumulative nature of assessment.
- The provision of opportunities for students to engage in: self-assessment, peer assessment, negotiation of the means of assessment and reflection on the data gathered.
- The integration into learning activities which become part of the normal pattern of class work, of reliable assessment procedures that can be consistently maintained within a teacher's normal class program.
- The provision of information for both review and future goal-setting by students, teachers and parents.
- The provision of time for teachers to collaborate and exchange relevant information about students' achievements.

### **5. ASSESSMENT STRATEGIES**

5.1 Assessment should include:

- Specific outcomes.
- Inclusive language.
- Purposeful requirements for students, including appropriate timelines.
- Emphasis on developmental learning.

- Variety, validity and challenge.
- Acknowledgment of the different ways students learn.
- The possibility of re-assessment to redeem failure, achievable by a range of methods, determined by the needs of individual students.
- Well-designed assessment strategies which enable teachers and students to:
  - Identify students' strengths and weaknesses.
  - Analyse individual student performances.
  - Recognise persistent learning difficulties.
  - Assist students to improve poor level of performance.
  - Identify students' preferred learning style.
  - Plan for enhanced future learning and gather data for reporting purposes and for developing programs.

## **6. RECORD KEEPING**

6.1 Assessment involves the process of collecting information about student learning. Accurate records of assessment are required in order to compile a comprehensive record of student progress and development. Record keeping is an integral part of teaching practice and assessment. Teachers are required to use SIMON - Learning Areas to communicate assessment and feedback to students and parents on an ongoing basis. Teachers are encouraged to provide this feedback in a timely manner (within 2 weeks of tasks being submitted). Each area of curriculum aims to develop particular knowledge and skills as well as attitudes, values and social skills. The types of records kept will reflect the variety of teaching practice. All information concerning student progress and development should be able to be supported by records of observations and assessments. Confidential records procedures need to be established and closely adhered to for records that are considered confidential. It is at the College's discretion as to what information on student files is provided to parents or to anyone else.

## **7. PROFESSIONAL DEVELOPMENT**

7.1 Teacher education is an important component of the implementation of a quality assessment program. Forums to be provided for teachers to exchange knowledge and information about current practices and to debate practical aspects of implementation. Individuals or groups attending Professional Learning Assessment Programs need to be allocated specific time for imparting acquired knowledge / skills to other staff.

7.1.1 Teachers need to have time together to decide how they will assess to gain the kind of information that could be used for several purposes. This needs to include reference to the different forms of assessment:

- Formative so that the data can be used for planning future learning.
- Diagnostic so that it can be used for identifying specific needs and difficulties.
- Summative so that the overall achievements of each student can be recorded systematically and used for reporting purposes.

7.2 St Joseph's College professional learning initiatives on assessment should be carefully designed in order to target the specific needs of teachers. There may sometimes be a need to explore general issues of assessment, but usually professional learning will focus on different aspects of the assessment process as it relates to classroom practice.

## **8. REPORTING**

8.1 The reporting policy at St Joseph's College outlines the principles governing ways in which assessments of student progress in the curriculum are communicated to valid audiences. Valid audiences include:

- The student - who is assisted in learning by knowledge of the formal and informal assessments made by teachers.
- The parents / guardians of the student - who as partners with the College in the educational process, have a right to know the assessments made of the student's progress.

- The College - which should use assessments of student progress in the curriculum to contribute to reviewing the College's curriculum and the manner in which it is presented to students.
- The Catholic sector - which has a duty to ensure that education of all children is adequately funded and efficiently carried out.
- The Victorian Curriculum and Assessment Authority - who issue the V.C.E. Certificate.

## **9. A DEFINITION OF REPORTING**

9.1 Reporting is the communication of clear and comprehensive information regarding student progress and achievement. Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses.

## **10. REPORTING PRINCIPLES**

10.1 Reporting principles arise from, and are closely related to, assessment principles. Being directly concerned with the interface between teaching and learning, the reporting of student outcomes involves considerable sensitivity regarding the rights of teachers, families and students. The College has a responsibility to be sensitive to the parents' level of understanding of the English language, and to assist all parents to understand the educational development of their child.

10.2 Reporting at St Joseph's College ensures that, through its many activities, students will receive adequate indication of progress regarding:

- The full range of areas of the Victorian Curriculum undertaken at each phase of schooling.
- The knowledge, skills, attitudes, social and personal development associated with the teaching and learning in each area.
- The content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved.
- Requirements for the next stage of learning together with the prior preparatory work that may need to be done.

## **11. REPORTING PRACTICES**

11.1 The matters reported depend upon the needs and requirements of the particular audience. Reporting student outcomes to the student, family and College, involves communication of the full range of student progress and achievement in the curriculum. St Joseph's College strives for a balance of formal and informal ways of providing this information. The quality of the reporting is directly related to the general quality of the communication processes within the College.

11.2 Formal reports will be collated and made available to families for each Semester.

11.3 Ongoing reporting and assessment will occur throughout each Semester via Learning Areas in SIMON and accessible by families via Parent Access module, and by student via their SIMON profile.

## **12. REPORTING PROCEDURES**

12.1 To balance the needs of particular audiences, reporting procedures should:

- Foster the use of a range of techniques in order to provide a rich and balanced record of student knowledge, skills and understandings.
- Provide a variety of formats and approaches.
- Emphasise through both verbal and written reports, the many ways to improve performance.
- Provide wherever possible, meaningful reports to parents, whose language background prevents or hinders their understanding of English.
- Make use of technology developments to enhance the Reporting Process.

### **13. COLLEGE - FAMILY CONSULTATIONS**

13.1 Formal consultations between the family and the College are the means used to complement other forms of reporting. These will be available at least once per Semester for students and their families at all year levels. These consultations are generally more effective when:

- They have specific objectives.
- Student attendance is possible.
- Ample time is available for discussion and perusal of student work.
- Arrangements guarantee comfort and privacy.
- Assistance is provided for parents who find it difficult to communicate in English.
- Parents have the opportunity to ask questions and express feelings and concerns.
- They provide the opportunity to establish parental support and common goals for improving performance.