




Assessment and Reporting Policy

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Rationale

Assessment and Reporting is an integral part of the partnership in learning between parents, teachers and students. Assessment must be centred upon the student, helping to determine achievements and needs and thus direct the teaching focus of the Teacher. Assessment strategies used should be varied and be both formative and summative, informing teachers of areas where additional assistance is needed. Reporting should use a variety of formats and communicate achievements of the students and provide recommendations which will assist the student's future learning

Background

Catholic Schools were established to ensure an inclusive, integrated and holistic Catholic education within a safe environment that promotes improved outcomes for all students. Assessment and reporting of the students' development and learning is an essential component of teaching and learning and the development of the whole person.

Definitions

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes.

Principles

Assessment

- Assessment tasks should be challenging, identifiable, achievable and encourage students to reach goals and strive for success.
- Assessment should provide constructive feedback for the student, confirming what they have learned and giving direction for future learning.
- Assessment strategies should inform teachers about their teaching needs and where additional assistance is needed.
- Teachers should develop regular and ongoing assessment strategies, keeping accurate and up to date records for each student in their care.
- Assessment should provide a basis for program evaluation and continuing curriculum improvement that enhances motivation for learning and maximize students' learning.
- Assessment strategies should contribute to a positive classroom environment.

Reporting

Reporting will cover all areas of the curriculum, as well as the emotional and social development of the child, they will provide honest feedback for parents and students about the student's achievements and progress during the semester/year.

Comprehensive reporting covers three major fields:

1. Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
2. School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress.
3. System reporting: the Catholic Education Office reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.
(<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>)

When writing reports teachers will describe the student's individual achievements, indicate areas to improve and offer a program to assist in this improvement.

Reporting procedures will empower students through self-evaluation and foster a lifelong passion for learning. They will promote positive self-esteem and confidence in all students.

Reports will strengthen the partnership between parents, teachers and students based on common understandings and sharing of expectations.

Policy

The assessment and reporting approaches utilised at St. Patrick's School, will be imbedded in the teaching practice of the school. Information about the students' learning will be collected and is integral to planned approaches to teaching and learning. Reporting is the communication of students' progress and achievements to students and parents

Relevant Legislation (if required)

Disability Standards of Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>

The Aboriginal and Torres Strait Islander Education Strategy (2015) www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy

Key related documents

School Vision and Mission Statements

Teaching and Learning Policy and Procedures

Behaviour Management Policy

Pastoral Care and Wellbeing Policy

'Awakenings' Core Document (2020, CEOB)

The Victorian Curriculum F – 10 (2015, VCAA) <https://victoriancurriculum.vcaa.vic.edu.au/>

School Improvement Framework Handbook (2018, CEOB)

Characteristics of a Highly Effective Catholic School [CHECS] (2018, CEOB)

VCAA Special Provision <http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>