Sacred Heart College

Yarrawonga

LT 2.2

Assessment and Reporting Policy

Ratified by the College Board	6/5/2014
Responsibility for currency	Deputy Principal Learning and Professional Practice
Year for next major review	2022
Record of revisions	20/7/16 Update to include Child Safe Commitment, and updated policy format. 17/9/19 Updated vision and graduate outcomes 12/10/2019 Added definitions, updated information under implementation and formative rubrics.

RATIONALE

Sacred Heart College's Assessment and Reporting policy is grounded in the Vision, Mission and Mercy Ethos of Sacred Heart College. All members of our learning community should feel a sense of inclusion as each member contributes unique gifts, talents and strengths.

COMMITMENT TO CHILD SAFETY

All students enrolled, and any child visiting, have a right to feel safe and to be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

INCLUSIVE EDUCATION

Sacred Heart College:

- Is committed to ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers,
- acknowledges and responds to the diverse needs, identities and strengths of all students,
- students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- will make reasonable adjustments, where necessary, to accommodate students with disabilities or additional needs.

A positive classroom environment is fostered contributing to positive attitudes and beliefs about disability, positive learning, engagement and wellbeing outcomes for all students.

VISION

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

GRADUATE OUTCOMES

As a graduate of Sacred Heart College our graduates:

- Are called to live out the Mercy values and follow the teachings of Jesus;
- know that they are loved by God;
- are empowered as a learner to achieve their best;
- are a curious and creative learner who seeks growth through challenge;
- have the courage to act with integrity;
- contribute positively to the community;
- are responsible, respectful and inclusive;
- are attentive to their spiritual, physical, academic and emotional growth.

DEFINITIONS

Assessment:

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.

Formative Assessment:

Formative assessment is any evaluative tool or method that is used to improve teaching and learning. Best-practice formative assessment uses a rigorous approach in which each step of the assessment process is carefully thought through.

Reporting:

Reporting is the process by which assessment information is communicated to the students parents and the College.

STATEMENTS OF BELIEF

At Sacred Heart College we subscribe to the following assessment principles:

- Assessment is one of the key components of student learning and identifies how well a student has (or has not) learnt specified content (knowledge and skills including the curriculum.) (VCAA Guide to Formative Assessment, 2019, p. 1)
- The main aim of assessment is to improve student-learning outcomes.
- Assessment practices should be selected for their ability to provide useful information on student progress.
- Explicit information should be given to students stating the standards being assessed and the criteria for success.
- Feedback and reports of assessments should show where learners are in their learning at the time of assessment and, ideally, what progress they have made over time. (Masters, 2013)
- Students require meaningful feedback on their learning and need to actively engage in self-reflection and self-monitoring activities in order to internalise their learning.
- Parents, teachers and students need to work in partnership to support students to achieve their learning goals and help foster a desire for life- long learning.

GOALS AND GUIDELINES

- Ensure that there is ongoing relevant assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance. (VRQA)
- Develop a whole school learning and teaching program. (VRQA)
- Teachers collaborate to examine the curriculum and use their professional expertise and knowledge of their students to outline a learning continuum including a rubric of measurable, user-friendly descriptions of skills and knowledge. Once this planning work is completed and there is explicit detail about what progress might look like in their classroom, teachers can draw on this learning continuum and rubric to collect evidence of current competence for each student. (VAA Guide to Formative Assessment, 2019, p. 2)
- Clearly document and communicate assessment requirements.
- Provide opportunities for staff to develop their skills in using achievement data and findings from educational research to inform best practice.
- Provide opportunities for students to reflect on their learning and self- monitor, assisting students to identify and work towards future learning goals.
- Provide students with ongoing, meaningful and personalised feedback on their learning progress both formally and informally.
- Differentiate assessment strategies and reports to cater for individual student needs.
- Implement requirements of reporting mandated by Diocesan, State and Commonwealth authorities.

IMPLEMENTATION:

The College will:
- Maintain student reports as confidential documents.
- Report student progress and achievement.
- Provide parents/carers with clear, individualised information about progress against the achievement standards
- Identify the student's areas of strength and areas for improvement.

- Provide two formal reports to parents and students at the end of each Semester.
- Through formal reports provide information regarding the student's achievement of learning outcomes, performance on assessment tasks and ratings of work habits.
- Require teachers to provide feedback after each assessment task using the College's mastery rubric template.
- Teachers should provide feedback on formal assessment tasks within two work weeks of the assessment being administered.
- Formal assessment feedback through the College's online learning management system is to be accompanied by a professionally written comment explaining what the student has achieved and articulate future learning goals or areas for development.
- The College will provide at least two formal opportunities for parent teacher interviews.
- Ensure that senior school assessment and reporting complies with the relevant VCAA, VCE and VCAL Administrative Handbook and VET requirements.
- The College will satisfy all mandated reporting requirements.

OTHER ASSOCIATED DOCUMENTS

- SHC Learning and Teaching Policy
- SHC Using Data to Improve Student Learning Outcomes
- VCE Senior School Policies and Procedures

REFERENCES

- Masters, Geoff N., "Reforming Educational Assessment: Imperatives, principles and challenges" (2013). http://research.acer.edu.au/aer/12
- VCAA, *Guide to Formative Assessment Rubrics*. (2019). https://www.vcaa.vic.edu.au/Documents/viccurric/formative-assessment/GuideFormativeAssessmentRubrics_2019.pdf

REVIEW

This policy is to be reviewed at least every four years.

Initially Ratified: May 2014

Next Review to be Completed by: 2022