



# VIC-EDU-P-010 Assessment and Reporting Policy

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## 1. Policy Scope

The Assessment and Reporting Policy has been developed by MacKillop Education. This policy applies to all MacKillop Education staff and students.

The Assessment and Reporting Policy outlines how the school community's vision of education is to be implemented in line with our regulatory requirements.

## 2. Policy Outline

### Context

MacKillop Education is a specialist school providing targeted and personalised learning experiences for young people who have disengaged, or are at risk of disengaging, from education. Young people are referred from a variety of host schools. The priorities of student voice, timely feedback and meaningful assessment and reporting processes and practices are particularly important given the individual needs of our students. Our students are supported through extensive adjustments, throughout the assessment and reporting process.

### Policy Statement

MacKillop Education celebrates the transformative and liberating power of education. "Assessment in a Catholic school focuses on growth across spiritual, physical, cognitive, social and emotional domains", (Horizons of Hope, 'Assessment', 2017, p4). We aim to improve student's learning outcomes by implementing contemporary assessment and reporting practices. Underpinned by a trauma informed lens, the Assessment and Reporting Policy is an integral element of the Learning and Teaching Cycle. (Refer to the *VIC-EDU-P-017 Learning and Teaching Policy*).

### Principles

At MacKillop Education, we believe that effective assessment and reporting:

- Is relevant to the learning needs of each student
- Supports learners to recognise their strengths and increase their learner confidence
- Utilises multiple data sources to indicate student growth along a continuum of learning
- Is informed by student voice and their Individual Education Plan
- Is relational and fosters ongoing dialogue between guardians, students and educators
- Reflects our commitment to growth and change
- Enables all students to flourish.

## Aims

Through the implementation of this policy, MacKillop Education aims to ensure that assessment and reporting:

- Is evidence-based, timely, and accurate
- Enables students to take risks in their learning
- Provides each student with a good understanding of themselves as a learner
- Informs individual student learning goals
- Is adjusted to meet the individual needs of students
- Engages guardians as partners in student learning
- Informs teaching and ensures lessons meet the learning needs of each student
- Monitors and assesses student progress and achievement against state curriculum standards.

## 3. Implementation

MacKillop Education uses continuous, formative assessment to monitor student learning, provide ongoing feedback, and inform and improve both teaching and student learning. Summative forms of assessment provide a snapshot of a student's achievement, at a point in time, giving clear and accurate information about what students have been able to learn. Summative assessment is also used to inform future teaching. Diagnostic assessments are used to inform when intervention support is needed.

**In implementing this policy, teachers will:**

*Individualise learning and teaching*

- Develop student-centred and relevant Individual Education Plans, utilising student voice and guardian/carer input
- Develop engaging, aspirational and effective lessons and differentiated learning activities, informed by the ongoing assessment of student learning
- Monitor the learning progress of each student and collaborate with colleagues, leaders and teams to ensure continued student growth
- Ensure the ongoing review and implementation of individual student adjustments and identify these strategies on the *VIC-EDU-F-032 NCCD Checklist*, at least once a term

*Assess*

- Accurately assess the academic and social emotional learning of each student, using a variety of formative and summative assessments
- Administer whole school summative assessments as outlined in *VIC-EDU-F-031 Assessment Guide*
- Utilise and/or administer diagnostic assessments

*Report*

- Provide individualised, ongoing, and accessible feedback to all students, which ensures their understanding of their learning progress and achievement
- Maintain individual student learning portfolios, that showcase student learning and achievement across all curriculum areas
- Provide regular informal feedback of student learning progress to parents/guardians/carers

- Showcase student learning progress and achievement to parents/guardians/carers at Student Support Group meetings, each term
- Provide a written formal student report, at the end of each semester, as outlined in *VIC-EDU-F-031 Reporting Guide*
- With the consent of the parent/guardian/carer, adjust formal student reports to accurately reflect the student’s learning program
- Provide Care Teams with an update of student learning progress

**In implementing this policy, the school will:**

- Analyse whole school/campus learning data
- Provide allocated time for staff to collaborate, plan and assess student learning
- Provide individual teacher coaching and support.
- Provide ongoing professional learning with a particular focus on literacy and numeracy
- Schedule Student Support Group meetings and testing days

### Assessment and Reporting Guides

*VIC-EDU-F-024 Assessment Guide* describes the core literacy and numeracy, and wellbeing assessments used at MacKillop Education. This Guide:

- Describes the purpose of each assessment
- Provides a plan for when the assessments are to be conducted
- Outlines how assessment data will be used to inform interventions
- Includes copies of the key assessments and background notes to assist with their administration.

*VIC-EDU-F-031 Reporting Guide* describes the procedures for reporting student progress and achievement in the end of semester MacKillop Education Student Academic Reports.

## 3. Definitions

Assessment	Is the ongoing process of gathering, analysing and interpreting data about learners’ progress and achievement to improve learning and teaching.
Curriculum area	Refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum F-10, these are known as Learning Areas and Capabilities.
Diagnostic assessment	Is used to collect specific information about students’ skills and knowledge, and can identify specific gaps to inform future learning and support needs
Feedback	Feedback is specific information given to the learner/ parents/ guardians about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.
Formative assessment	Ongoing assessment of student knowledge, skills and understanding, identifying learning gaps and when a student is ready to progress. It actively informs pedagogy and allows the teacher to provide effective ongoing feedback, as well as plan lessons and activities that meet individual student and class learning goals.

Growth	Focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.
Progress	Is observable and measurable change in student learning, based on evidence and multiple data sources, that indicates development along a continuum of learning, and supports learners to see themselves as successful.
Reporting	Is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant and accurate information about a student's progress to students, guardians, staff, and other stakeholders such as host schools and Care Team members.
Standards	Describe the quality of learning that would indicate the student is well placed to commence the learning required at the next level of achievement within a curriculum framework (e.g. the Victorian Curriculum F-10, VCE Vocational Major, Victorian Pathways Certificate)
Summative assessment	Occurs at set times throughout the year, providing evidence of growth and achievement against set standards, and allowing for the evaluation of student learning and the impact of teaching.

## 4. Related Legislation, Policy, Guidelines and Resources

- CECV 2021 “Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools”
- Horizons of Hope (Melbourne Archdiocese Catholic Schools, 2017)
- Melbourne Archdiocese Catholic Schools, Assessment and Reporting Policy
- Victorian Curriculum and Assessment Authority, *Pages - F - 10 assessment* n.d., [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au), viewed 31 January 2023, <<https://www.vcaa.vic.edu.au/assessment/f-10assessment>>
- VIC-EDU-F-024 Assessment Guide
- VIC-EDU-F-031 Reporting Guide
- VIC-EDU-F-032 NCCD Checklist
- VIC-EDU-P-017 Learning and Teaching Policy

## 5. Approval and Review Details

Approval and Review	Details
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Advisory Committee to Approval Authority	MacKillop Education Leadership Team
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