



# ASSESSMENT & REPORTING POLICY

## RATIONALE

The College Mission Statement calls for our young women to always strive to discern and have the energy to act for change. With this in mind ongoing assessment and reporting enables our student to achieve this whilst endeavouring to reach their potential. We believe that appropriate assessment of student learning celebrates achievement and identifies areas and strategies for improvement. Reporting this progress provides clear communication between teachers, students and parents in relation to the development of student progress.

## PRINCIPLES

- We recognise that appropriate assessment and reporting provides feedback that aims to motivate students to improve their learning
- Assessment will be both formative and summative to ensure that we provide:
  - Assessment for learning (to assist teachers with the development of learning and teaching programs)
  - Assessment as learning (to encourage students to reflect on their learning and monitor their progress)
  - Assessment of learning (to measure student achievement against standards)
- Student reflection and self assessment is promoted
- Assessment and reporting is inclusive considering the needs of all students including English as a Second Language (ESL), Gifted and Talented, Individual Learning Plan (ILP), and modified programs
- Reporting provides clear and open communication channels between teachers, students and parents
- Students receive ongoing constructive feedback to guide future learning
- Punctual submission of work is expected
- Assessment is organised so that:
  - It is clearly linked to the learning outcomes
  - It is communicated at the start of a semester
  - Criteria are made explicit before assessment tasks are undertaken
  - A variety of methods are used to assess the learning outcomes for a subject
  - A range of levels of assessment items that call upon thinking from comprehension to analysis are applied
  - Students receive feedback in relation to assessment criteria
  - Each course has common assessment tasks and criteria

## IMPLEMENTATION

- College assessment and reporting follows Australian Curriculum Assessment and Reporting Authority (ACARA), Victorian Curriculum and Assessment Authority (VCAA) and Catholic Education Office Melbourne guidelines
- Reports are completed for Year 7 – 12 at the end of Semester One and for Year 7 -11 at the end of Semester Two
- A manual for staff on approaches to assessment and assessment and reporting procedures is published annually with new staff participating in Professional Development explaining College specific approaches
- Reports are stored on the College server or intranet



## OUR LADY OF SION COLLEGE

- Program Support Group meetings provide feedback to parents of students with Individual Learning Plans throughout the year
- Student, parent and teacher interviews are offered twice yearly for students to attend with their parents
- Students complete internal semester examinations in Year 10 and Year 11 as preparation for Year 12 examinations
- Formal assessment tasks are communicated to students at the beginning of the semester and are common for all classes within a subject
- Late submission of work is communicated to parents
- Late work is assessed in accordance with College procedures
- Submitted work is authenticated and assessed in accordance with College procedures