

Mercy College is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

In the spirit of Catherine McAuley and the Mercy tradition, Mercy College provides a Catholic education for young people and endeavours to make Catholic education accessible to all those who desire it.

At Mercy College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our College. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

“Authentic dialogue based on evidence of achievement empowers communities to reveal the narrative of their learners and facilitate growth.” (Horizons of Hope, Assessment. 2016, p4)

At Mercy College, assessment is an essential part of the educational process. The purpose of the Mercy College Assessment Policy is:

- assessment is an ongoing process of gathering, analysing and interpreting data about learners’ progress and achievement to improve learning
- to ensure evidence is communicated to students and families to support growth along a learning continuum

## Principles underpinning our assessment and reporting

*Horizons of Hope* identifies the following principles of assessment for MACS schools:

### Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

### Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student perseveres and progresses in response to evidence uncovered and timely feedback.

## Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's narrative.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

## Definitions

**Alternative framework** is any recognised alternative curriculum framework, such as the International Baccalaureate program, available to Victorian Catholic schools if approval is granted and authorisation gained to deliver the program.

**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, these are known as Learning Areas and Capabilities.

**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 information about a student's progress to students, parents, support staff and other teachers.

**Standards** describe the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) study designs or units of competency within a Vocational Education and Training (VET) program.

**Standard framework** refers to the Victorian Curriculum F–10.

**Victorian Curriculum and Assessment Authority (VCAA)** is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools.

## Assessment

At Mercy College teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at Mercy College.

At Mercy College assessment has a powerful effect on student learning. Assessment methods are selected on the basis of their impact on desired student learning behaviours and outcomes, their feasibility, validity and reliability. At Mercy College effective diagnostic and formative assessment (monitoring student learning to provide ongoing feedback that can be used by teachers to improve their teaching and students to improve their learning) and summative assessment (used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period) are integral to teaching and learning. Assessment is used to enhance student

engagement, motivation, self-esteem and students own involvement in teaching and learning in the following manner:

- Teachers all follow VCAA marking criteria and procedure for SACs and SATs at VCE and review regularly in accordance with updated policies.
- All students in Years 7-10 undertake PAT testing at the end of the year in literacy and numeracy. All students in Year 7 and Year 9 undertake NAPLAN.
- Students experience the examination experience from Year 9 onwards.
- All student assessment is moderated with domain teams or colleagues to ensure consistency and accurate results.
- Assessment design is flexible to accommodate the individual student needs and negotiated with the student and parent/guardian.
- Consistent guidelines for reporting to parents are employed in accordance with the VCAA (Victorian Curriculum, VCE, VCAL) and students receive a report which indicates their achievement standard.

### **Assessment Tasks**

Assessment Tasks are designed to allow students to demonstrate their knowledge and skills of the achievement standards (Victorian Curriculum), competencies (VET/VCAL) and outcomes (VCE).

Most assessments are done in class and extensions of time should only apply because of illness or other serious reason or unavoidable absence. Students need to provide documented reasons to the Learning and Wellbeing Level Leader and subject teacher for their absences and negotiate with the subject teacher for a new assessment date and time to complete the task.

#### Late submissions

Late submissions will only be accepted with an approved extension with the necessary documentation/evidence. Students applying for an extension of time must:

- provide acceptable reasons and evidence (e.g. Medical Certificate)
- gain approval from the subject teacher.

Failure to meet a deadline, including an approved extension, will automatically result in the student being awarded a UG (Years 7-10) or 0 (VCE) for the assessment task.

### **Summary of work deadlines and guidelines**

Submission on time = graded

Submission with extension = graded

Late work without extension = UG, award S/N

Non submission = UG (Years 7-10) or NA (VCE)

In the event of an unsatisfactory result, students are to be given the opportunity to redeem the assessment, but the original numerical grade will stand.

### **Feedback to Students**

After work is submitted and marked, teachers will provide feedback to students in the form of:

- advice on strengths and particular problem areas
- advice on where and how improvements can be made for further learning
- marks on individual coursework tasks.
- Continuous online reporting will take place. This feedback will be issued via Simon.

### **Process for Awarding an N Grade**

Students and parents/guardians are to be issued with a Pending N Letter or Academic Concern Letter (outlining student work/redemption required and deadline).

### **Authentication Rules**

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
  - a. Text and source material
  - b. The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.
  - a. Acceptable levels of assistance include:
    - I. The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking) but which has been transformed by the student and used in a new context.
    - II. Prompting and general advice from another person or source which leads to refinements and/or self-correction.
  - b. Unacceptable levels of assistance include:
    - I. Use of, or copying of, another student's work. Students must ensure that all unacknowledged work is genuinely their own.
    - II. Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a Breach of Rules may be penalised.
6. Students must not bring in unauthorised materials into the assessment room.
7. Students must not communicate with other students in any way in the assessment room.
8. Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

## Breach of Rules

Assessments are mainly done in class and within a limited time frame and under test conditions authentication records are not required. However, students who knowingly acquire and/or seek undue assistance will incur penalties.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task where similarities exist between students' work or where plagiarism has occurred. The subject teacher in conjunction with the Director of Curriculum and Pedagogy and the Learning and Wellbeing Level Leader, will interview the student(s) concerned and a discipline measure will be implemented if appropriate.

## Reporting

At [Mercy College], the nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and leaders.

[Mercy College] complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools (the Guidelines).

### **The purpose of the Mercy College Reporting Policy is:**

To provide an ongoing communication of student progress to students and families to support growth

At Mercy College there is a strong emphasis on providing feedback to all involved in the learning partnership (students, teachers, parents/guardians and the community). Feedback is viewed as a crucial part of improving and empowering performance. Mercy College provides students and families' access to continuous online reporting.

Each subject reports on at least one task per term. Within two weeks of completing a task the feedback is available online. The feedback identifies what the student has done well and specific strategies for improvement. The Assessment Rubrics have performance descriptors which indicate what skills, knowledge and or understanding the student has demonstrated and what they are yet to achieve.

Each term teachers report on the Learner Expectations. These expectations outline approaches to learning, if carried out consistently, can support students on their learning journey and see them achieve success. The Learner Expectations are measured against the following: Always, Sometimes, And Usually and Needs Attention. The Learner Expectations are reflective of the dispositions of an effective learner:

Persevere in your learning: You learn from your mistakes by seeking and using feedback to improve yours skills and understanding.

Demonstrate your learning: You show what you have learnt by joining in class activities and completing required tasks fulfilling the success criteria.

Take responsibility for your learning: You bring the required resources to class, use class time effectively, work independently when required, complete homework and you are punctual with deadlines.

Value and recognise the rights of all to learn: You acknowledge that all students have an equal right to learn, and respect individual and group learning opportunities. You make a positive contribution to the learning environment.

The Semester Summary Report provides an overview of the assessment results, the Homeroom Report, Co-curricular and College involvement and Victorian Curriculum Standards or VCE/VCAL/VET outcomes. Parent/Guardian Student Teacher Conferences are held once in each semester. At the start of each year Individual Support Meetings are held with the student's Homeroom teacher and the student's parent guardian to determine the student's needs and plan for the year ahead with the parent/guardian.

### **Senior secondary education**

Schools must have policies and procedures in place to:

- maintain accurate student records
- ensure the integrity of student assessments
- monitor student participation, completion rates and outcomes.

The policies and procedures must cover the analysis of results and student participation in accordance with the requirements of the awarding body.

## Review of assessment and reporting practices – Use of student learning data

Teachers at Mercy College document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

Mercy College is committed to designing programs that reflect learners' needs. A variety of evidence and data is used to inform decisions about pedagogy and appropriate interventions. In order to triangulate the data and understand each student's specific needs standardised test results, in conjunction with internal data and evidence is used. Internal data includes summative assessment results and diagnostic and formative data collected by teachers. The analysis and interpretation of this data occurs in teams and informs planning and intervention decisions, including the development of Personalised Learning Plans that aim to permit each student to experience success.

## Related policies and documents

Mercy College Curriculum Plan

### Privacy

Mercy College applies privacy principles when collecting, using, retaining or disposing of personal or health information in accordance with the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).

## References

CECV 2021 [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#)

VCAA 2018 [VCE VET Program Guide 2018](#)