

Ave Maria College

Assessment and Reporting Policy



Ave Maria 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.

Principles underpinning our assessment and reporting

Vision

We strive to educate strong women of Truth and Love.

Intentions

The purpose of assessment is to guide future learning and teaching, by ascertaining the growth from previous to current achievement levels. The Assessment and Reporting Policy will:

1. Provide the framework for the pursuit of academic excellence.
2. Support the provision of opportunities for students to experience learning growth.
3. Ensure assessment practices provide opportunities for students to experience learning growth.
4. Ensure assessment practices are an integral part of teaching and learning.

Horizons of Hope (MACS Resource)

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

Reporting

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

Senior secondary education

Schools must have policies and procedures in place to: maintain accurate student records, ensure the integrity of student assessments; and 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.

Implementation / Consequences

The College will:

1. Establish assessment practices which determine the direction and nature of future teaching. For each student, assessment will draw attention to areas for future improvement against a set of success criteria, by highlighting the growth from previous to current achievement levels.
2. Provide feedback to students which gives commendations on achievement and recommendations for future improvement against a set of success criteria, highlighting the growth from previous to current achievement levels. Feedback will be provided in a combination of written and verbal forms, from teachers and peers. After reflecting on the feedback, a student should be able to articulate their progress, their achievement level, and the areas for future growth.
3. Provide ongoing feedback to parents/guardians via the Parent Access Module which gives commendations on achievement and recommendations for future improvement, at regular intervals, against a set of success criteria, highlighting the growth from previous to current achievement levels. Parents/guardians will have access to all formal feedback given to students by their teachers and reports will be provided in both continuous and summative forms.
4. Ensure all students have the opportunity to reflect on their learning and act on teacher feedback
5. Provide students with a comprehensive overview of each unit of work, and its assessment, at the commencement of the unit.
6. Ave Maria 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).
7. Ensure compliance with the assessment and reporting requirements of the *Victorian Curriculum and Assessment Authority (VCAA)*, *Victorian Certificate of Education (VCE)*, *Vocational Education and Training (VET) Certificates*, *the Victorian Certificate of Applied Learning (VCAL)*, *the Australian Curriculum and AusVELs/Victorian Curriculum*, as well as MACS directives.
8. Maintain an accurate, current and centralised record of student assessment and progress through AveSpace Learning.

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

Teachers at Ave Maria 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.

Related policies and documents

This policy is to be read in conjunction with the Ave Maria College *Learning and Teaching Policy (2021)*; *Ave Maria College Charter for Education (2021)*; *Assessment and Reporting Procedures (2021)*; *Learning Procedures (2021)*; *College handbooks and program guides*; VCAA documentation.

Other References

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

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

Policy Ratification

Reviewed 2006, 2009, August 2012, May 2016. Reviewed March 2018 Reviewed July 2021.