Assessment and Reporting Policy

RATIONALE

Schools undertake a range of student assessment and reporting activities to inform and support student learning. Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning. This policy describes the purpose and the implementation of the monitoring, evaluating and reporting of student achievement and progress at the college.

PURPOSE

To ensure consistent application of policies and procedures for the assessment of student learning and the preparation of reports on student progress and achievement for parents/carers or the community. This policy acknowledges the direct relationship between assessment and teaching and learning at the college.

DEFINITIONS

Assessment is the ongoing process of gathering, analysing, and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning. Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas.

· Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

· School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress.

· System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

IMPLEMENTATION

At Bundoora Secondary College assessment and reporting will focus on the individual, taking into account
that students vary in point of need.

Assessment will:

· address all facets of the curriculum as set out by the Victorian Curriculum and the VCAA.

· acknowledge that different learning needs require a range of methods of assessment.

· provide information on student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice (Assessment for learning).

· provide ongoing, constructive feedback and opportunities for student reflection and/or self-assessment to support future learning (Assessment as learning).

· provide information about what students have learnt in relation to the curriculum (Assessment of learning).

Reporting will:

· be an integral part of the learning and teaching process

· enable regular monitoring of student learning, development and achievements

· develop students' capacity to reflect on their learning, their successes and areas for further learning

· provide a range of reporting methods to involve students, parents/guardians and teachers, including:

satisfy mandated reporting requirements as described in:

o the Guidelines to the Minimum Standards and Requirements for School Registration issued by the Victorian Registration and Qualifications Authority (VRQA)

o the F-10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA)

o other relevant departmental policies.

The school will develop a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum. Teams of teachers develop and utilise a range of tools that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt. Tools should enable students to monitor and reflect upon their own learning.

The school selects from the range of online assessment tools to help determine what students know and can do, and to make recommendations for their future learning. These tools include: PAT-R, PAT-M, Essential Assessment, On-Demand, Cars and Stars and other literacy tests including assessment of oral reading fluency and phonemic awareness

Feedback to students will be timely and given early in a unit or promptly after assessment tasks so that students have sufficient opportunity to use the feedback for improving subsequent performance.

Please also refer to the school's Data Analysis & Use Policy and the Reporting to Parents Policy.

FURTHER INFORMATION AND RESOURCES

· Victorian Curriculum - https://victoriancurriculum.vcaa.vic.edu.au/

· Victorian Curriculum and Assessment Authority (VCAA) Handbook - https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx

· Department of Education and Training. Reporting Student Achievement and Progress Foundation to 10 Policy - https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy

· Department of Education and Training. Assessment of Student Achievement and Progress Foundation to 10 Policy - https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy

· VRQA. https://www.vrqa.vic.gov.au/schools/Pages/standards-guidelines-requirements-for-schools.aspx

COMMUNICATION

This policy will be communicated to our school community in the following ways:
· available publicly on school website.
· included in staff induction processes and the staff handbook.
· periodically referenced in our eNewsletter.
· hard copy available from school administration upon request.

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2022
Approved by	Teaching and Learning Team
Next scheduled review date	2025