



ASSESSMENT AND REPORTING POLICY

1 INTRODUCTION

The purpose of assessment at Minaret College is to help support and improve student learning and performance.

Assessment at Minaret College allows teachers to evaluate the effectiveness of the learning and teaching processes as well as to diagnose individual, class and whole school learning needs. It presents an opportunity for both staff and students to identify strengths and weaknesses and to help teachers to follow the development of students and monitor areas that require improvement.

Assessment is also vital in acknowledging student achievement and evaluating student progress in relation to state wide or national standards (e.g. Victorian Curriculum).

2 PRINCIPLES

Assessment at Minaret College should:

1. Acknowledge student achievement in relation to the standards (i.e. Victorian Curriculum) and Outcomes/Assessment Tasks (VCE).
2. Present information in clear and concise language, which will promote self-confidence and self-motivation.
3. Provide students with the opportunity to demonstrate what they know, understand and can do in a variety of ways.
4. Include individual assessment tasks to cater for all students, including students with disability and/or learning difficulty.
5. Be ongoing and come in the form of 'assessment for learning', 'assessment as learning' and 'assessment of learning'.

3 REPORTING

At Minaret College, ongoing communication between parents and teachers is essential in providing the best education for each student.

Reporting provides information on:

- Assessment opportunities
- Evidence gathered
- Judgements made about student demonstrations of learning outcomes.

Reporting to students and parents should provide both with timely and accurate information that they can understand, interpret and use to support learning. Reporting should be provided

using language, modes and formats that are both meaningful and relevant to the proposed audience.

4 REPORTING PRINCIPLES

Reporting should provide:

1. Ongoing feedback about student progress in relation to learning outcomes.
2. Constructive and supportive feedback on how students can continue to make progress in relation to the learning outcomes.
3. Provide information on the Wellbeing of all students both socially and mentally when deemed necessary by the college.

5 SOURCES OF OBLIGATION

The Commonwealth Government student reporting requirements mandate the following:

1. The school must report to each person responsible for each student enrolled in the school.
2. The report must be readily understandable.
3. A report must be given to each person responsible at least twice a year.
4. For students in Years 1 to 10, the report must give 'an accurate and objective assessment of the student's progress and achievement'.

The report must contain the following specific information:

- an assessment of the student's achievement against any available national standards.
- an assessment of the student's achievement relative to the performance of the student's peer group (comparative reporting).
- Be reported as A, B, C, D or E (or an equivalent 5-point scale)
- Report assessment for each subject studied.
- Report against specific learning standards

In addition, the Victorian Registration Standards (Sch 4 cl 3) mandate that parents and students must have access to accurate information about the student's performance.

Minaret College is committed to complying with both the Commonwealth Government student reporting requirements and the Victorian Registration Standards (Sch 4 cl 3).

6 EVIDENCE OF ASSESSMENT

Evidence about student demonstration of learning outcomes is obtained from a variety of sources, gathered and recorded over time using diverse assessment techniques and recording instruments. Evidence should be relevant to the learning outcomes that are being assessed and should be gathered and recorded in a focused and systematic way.

Teachers should select assessment techniques that best suit the context in which the learning outcome is being demonstrated and the type of evidence that is required. Students should be made familiar with the techniques through relevant modelling and practice.

Sample processes that may be used to make judgements about student achievements include the following processes:

- Observation and anecdotal records of students in learning situations
- Annotated work samples
- Checklists
- Running records
- Conferencing with the students, peers, parents and teachers
- Portfolios
- Self-assessment and written reflections
- Peer assessment
- Records of assigned tasks and/or tests
- End of Semester Examinations.

It is an expectation that all teachers at Minaret College will modify assessment where appropriate (for example, for students with special needs).

7 SEMESTER EXAMINATION

Minaret College has developed the Examination Guide for Secondary School. The guide sets out the procedures and detailed processes for internal assessment of students in Years 7-11.

8 EVIDENCE AND METHODS OF REPORTING

- Interim/Progress Reports – provided at end of Term 1 and Term 3
- Ongoing reporting through Markbook using Sentral platform
- End of Semester Reports
- Parent/Teacher Interviews
- Ongoing communication throughout the year where necessary

If there are matters of concern, teachers should request an interview with the parents or as the need arises at other times. In special circumstances, an interview over the phone is a viable option if parents are unable to attend. Teachers are advised to document these conversations and let the relevant team know of the contact.

9 NAPLAN REPORTS

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3, 5, 7 and 9 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy. These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

10 VCAA VCE REPORTS

At the end of Year 12 (VCE), Victorian Curriculum and Assessment Authority (VCAA) provides a range of reports on school assessment, statistical moderation, examination performance, grades distribution, etc.

Minaret College uses these reports to identify the areas of strength and weakness, then develop and implement strategies to improve student outcomes.

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