



Caritas College
Port Augusta

Assessment and Reporting Policy

Caritas College School Board

Rationale for an Assessment and Reporting Policy

We create a contemporary learning environment where a love of learning leads to personal excellence and holistic development. (Caritas College Mission Statement)

Caritas College has established a strong culture of high expectations, accountability, and review and promotes a culture of inquiry and innovation. Our school culture of high expectations supports the belief that all students can learn, progress and achieve. (Continuous Improvement Framework for Catholic schools, CESA)

We aim to develop a culture that is accountable, transparent, and ethical and which fosters wellbeing in such areas as assessment, monitoring and the analysis and use of data (Continuous Improvement Framework for Catholic Schools).

At Caritas College Assessment is the process of identifying, gathering and interpreting data about progress in students' learning. The purposes of assessment are to improve learning for all students, to provide information about the learning outcomes achieved and to assist with making decisions about subsequent teaching and learning.

Data gathered during assessment of student learning is shared by teachers, students and families so that high quality teaching and learning through design, implementation and delivery of content, engaging pedagogy and educational practice can be identified and evaluated.

Reporting is communicating to others the knowledge gained from assessing student learning. At Caritas College information is reported to families in a variety of ways for example eg: learning profiles, parent-teacher interviews, communication through student diaries and phone calls, written reports, feedback provided directly to students.

Assessment and reporting at Caritas College reflects our commitment to educating in the charism of Mary MacKillop. Such tradition values the wellbeing of students and therefore promotes the development of self-esteem and respect for the dignity of each individual. Caritas College adopts flexible assessment and reporting practices in line with current curriculum frameworks, providing the opportunity to celebrate diversity in our community.

Curriculum Frameworks

The Australian Curriculum, South Australian Certificate of Education (SACE) courses, CESA Crossways Religious Education Framework, the Made In The Image Of God (MITIOG) and Child Protection Curriculum inform the content, learning outcomes, achievements and achievement standards to be assessed and reported.

The Schools Assistance Act 2009, provides compliancy requirements for assessing and reporting student achievement. The National Assessment Program identifies and reports aspects of students' learning.

The Role of the School Board is to:

- Be informed of all South Australian Commission for Catholic Schools, SACE Board and ACARA and Caritas College policies in relation to assessment and reporting
- Monitor the implementation and review of the Caritas College policy relating to Assessment and Reporting
- Have an understanding of the school's performance against external assessment data and assessment results.

Role of the Principal is to:

- Lead the school community through analysis of data to influence school improvement
- Evaluate assessment and reporting practices
- Review the school's practices, taking into account changing priorities and the changing needs of students and communities
- Ensure clear information to students and parents about how assessment and reporting occur in the school
- Provide the opportunity for students, parents and caregivers to participate actively in the reporting process
- Fulfil compliancy and other requirements to external agencies.

The Role of Parents is to:

- Be fully informed of the school's policy on assessment and reporting
- Positively and actively support their child's participation in the variety of assessment and reporting practices.

The Role of Staff Members is to:

- Plan with assessment criteria in mind when developing teaching and learning strategies
- Implement through their teaching program assessment *for, of and as* learning strategies
- Utilise a range of assessment types and tasks to enable a differentiated curriculum
- Report to students, families and other stakeholders
- Use professional judgement and collaboration to determine performance standards
- Use data to inform teaching and learning programs.

The Role of Students is to:

- Learn to use a range of processes to gather and provide evidence of their learning progress
- Monitor and evaluate their learning progress
- Negotiate goal setting and self assessment
- Understand the place of assessment and reporting in their own learning.

References

SACCS Policy: Policy on the Assessment and Reporting of Student Achievement in Catholic Schools and Pre-Schools 2008

DECDS Policy Statement: Assessment and Reporting for Schools

CESA Human Sexuality Frameworks: Crossways; Made in the Image of God (MITIOG)

Child Protection Curriculum – (Cross sector CESA / DECD / Independent)

National Assessment Program:

Literacy and Numeracy

PISA

TIMMS

Civics and Citizenship

School Assistance Act 2009

SACE Board of SA

Australian Curriculum, Assessment & Reporting Authority (ACARA) - National Curriculum Framework

Religious Literacy Assessment Test (ReLAT)

Implementation date: January 2008

Reviewed date: 2011 / 2015

Review date: 2018

Glossary

Authentic assessment

Students complete particular assessment tasks as part of their learning program. The tasks are worthwhile, significant and meaningful within the agreed learning frameworks. Such assessment fosters disciplined enquiry, integration of knowledge and value beyond the assessment period. Students may be involved in completing a product over a period of time in collaboration with others.

Assessment of learning

The purpose of this kind of assessment is usually summative and is mostly done at the end of a task, unit of work, etc.

Assessment for learning

The emphasis shifts from summative to formative assessment in this type of assessment. Assessment for learning happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.

Assessment as learning

Through this process students are able to learn about themselves as learners and become aware of how they learn – become metacognitive. Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher) what their next learning will be. Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.

Teacher professional judgement

Judgements by teachers about students' learning progress come from observations of students engaging in a range of activities and from the use of a number of different strategies for assessing achievement. Through the teaching and learning program, teachers have detailed knowledge of their students' achievements. Valid and reliable assessment depends on collaboration between teachers to develop shared meanings of commonly-used criteria. Discussion, common assessment tasks and quality assessment tasks and experiences assist teachers in this process.

Validity

An assessment is valid if it makes judgements and provides evidence relevant to the learning program and the intended purposes of assessment. The information collected is related to the explicit learning goals.



Caritas College
Woodforde Street
Port Augusta West SA 5700
(PO Box 204, Port Augusta SA 5700)

Telephone: (08) 8648 9700
Fax: (08) 8648 9720
Email: info@cc.catholic.edu.au
Web: www.cc.catholic.edu.au