

ASSESSMENT AND REPORTING POLICY

Context

Christian Brothers' College St Kilda (CBC St Kilda) is a Catholic school for girls and boys in the Edmund Rice tradition, established in 1878. CBC St Kilda is committed to providing a caring, supportive and safe environment where every student has a place, a voice and their story is known. As a Catholic school in the Edmund Rice tradition, our Christian values are those expressed in the Touchstones of our governing body, Edmund Rice Education Australia (EREA): Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity. The charism of Blessed Edmund Rice expressed through these touchstones, underpins our continued commitment to a safe and inclusive environment for all, providing a preferential option to those at the margins, to grow in empathy and to respond in faith and action.

Rationale

Assessment and reporting is an integral part of the Learning and Teaching process. It is the mechanism for measuring and communicating student achievement and growth. The purpose of assessment and reporting is to support students to identify areas for improving their learning through future-focused feedback and critical reflection on their performance. Ultimately the learning program must be responsive to the evidence gathered from assessment and reporting. Hence, it should be a driver of curriculum reviews and developing pedagogical strategies. Assessment and reporting allows for continual monitoring of student progress and allows for intervention when students are not able to demonstrate the necessary skills and understandings. Assessment is informed by the Assessment Standards and Outcomes detailed in the Curriculums. Reporting at CBC St Kilda is guided by the *Reporting Student Progress and Achievement* document provided by Catholic Education Commission of Victoria.

Principles

Assessment and Reporting at CBC St Kilda will:

- Use the Assessment Standards, Outcomes and Learning Outcomes detailed in the Curriculums to evaluate student achievement
- Define measures used to evaluate student performance at each level
- Be future-focused by valuing student learning rather than student achievement
- Evaluate and monitor learning and growth
- Be ongoing and continuous, focusing on improvement and refinement of skills and understandings
- Promote student self-reflection as a method for them to take ownership of, and responsibility for their learning
- Respond to evidence to inform learning programs and teaching practices
- Be fair and equitable in acknowledging all students can, and do improve irrespective of their abilities or levels of understanding

- Monitor student progress and provide intervention procedures when students are underperforming or not achieving
- Provide clear and timely feedback that focuses on improving future learning
- Communicate student achievement in formal and informal situations
- Prepare End of Semester Reports to benchmark student achievement against the mandated measures determined by Catholic Education Commission of Victoria and Victorian Curriculum and Assessment Authority
- Provide opportunities for parents to discuss student performance and progress

Policy Statement

The CBC St Kilda is committed to Assessment and Reporting that evaluates, measures and monitors student achievement and growth in a fair and equitable manner to promote continual improvement in learning.

Procedures

The Learning Leaders' team together with the Director of Learning Development and the Deputy Principal, is responsible for the Assessment and Reporting process at the College. This includes:

- Setting and reviewing the processes which are outlined in the College Assessment and Reporting Guidelines and Procedures document
- Gathering and analysing evidence through the assessment and reporting process to monitor student learning, and to assess the College Teaching and Learning programs
- Create hope-filled intervention strategies to support all students to achieve their potential to become life-long learners
- Develop a reporting systems that communicates student achievement and provides feedback for future learning

References

- 7 – 10 Victorian Curriculum
- VCE Study Designs
- VCAL Curriculum
- Reporting Student Progress and Achievement – CECV
- Horizons of Hope – Assessment
- EREA Charter – Liberating Education

Appendices

- Assessment and Reporting Guidelines and Procedures
- Submission of Work Guidelines and Procedures
- Monitoring and Intervention Guidelines and Procedures
- Academic Support – Study Hall

Review

This policy will be reviewed December 2023.