Assessment and Reporting Policy

(i) Introduction:
Assessment and Reporting are integral to planned approaches to learning and teaching. Their purpose is to assist the improvement of student learning and can only be realised when the cycle of teaching, learning, assessment and reporting includes reflection on past teaching and learning that shapes future work. This policy is informed by the Learning and Teaching Policy which states, in part, that ‘Learning and teaching approaches will ...utilise a range of assessment methods’ and ‘challenge students to evaluate, improve and extend their individual performances.’

(ii) Principles:
At Salesian College, we believe assessment and reporting practices should be:
1. an ongoing process involving the individual student, teachers and parents/guardians;
2. designed to provide opportunities to improve student learning;
3. used to determine the extent to which expected learning outcomes have been met.

(iii) Expectations:
Assessment practices should be:
1. based on the outcomes detailed in syllabus documents;
2. the product of collaborative work by teachers;
3. drawn from a variety of assessment techniques and an appropriate mixture of
   4. formative and summative approaches;
5. varied, interesting and challenging;
6. modified to meet the needs of gifted and special needs students after consultation with the relevant head of department;
7. based on assessment criteria made available before assessment is carried out;
8. identical where there is more than one class in a subject at a particular year level, with the exception of instances of meeting the requirements of gifted and special needs students;
9. the basis of reporting student progress.
Reporting practices should:

1. recognise individual achievement and progress, and provide advice for improvement in learning;
2. provide parents/guardians with feedback on the academic, personal and social development of students;
3. provide both formal and informal opportunities for feedback to students.

These practices are informed by the attached guidelines and procedures and will be regularly reviewed and revised by the College Leadership Team in consultation with staff.

(iv) **Review:**
This policy will be reviewed from time to time as required.
Guidelines and Procedures

Assessment Tasks
Assessment strategies need to be directly linked to syllabus outcomes and shall naturally derive from well-structured teaching and learning activities. When developing assessment tasks, the following should be taken into consideration:

- Students should be provided with a variety of opportunities to demonstrate the knowledge, skills or behaviours being assessed.
- Assessment methods should be varied and could include informal observations of student performance; tests and assignments; projects; student self-assessment; portfolios; oral presentations and student-teacher discussions.
- Learning and assessment tasks should be modified where appropriate to take into account the different learning rates and styles of individual students. The Enhancement Programmes and Special Education Co-ordinators can assist the classroom teacher in this area.
- All examinations (Years 7 – 11) and VCE Units 1 – 4 assessment tasks are composed on an annual basis ensuring that they are substantially different from previous years.

Assessment Criteria
Criteria sheets highlight a student’s strengths and weaknesses so that goals for future learning can be set. In this way, student reflection and evaluation are encouraged. To foster consistency between classes at the same year level, the following should be observed:

- Criteria sheets are to be developed collaboratively by teachers so that assessment is undertaken with a common understanding of the knowledge and skills being assessed.
- In order to provide students with every opportunity to experience success, criteria for assessment should be provided and explained before assessment is carried out.
- Criteria sheets provide a vehicle for informing parents/guardians of their sons’ progress and are to be sent home after each major assessment task.

Communication and Reporting
Ongoing communication with all students and parents/guardians is essential for the successful achievement of learning outcomes as well as the social development of each student. Immediate classroom responses to students, the continuing communication between parents/guardians, teachers and students via telephone or the College Study Planner, and the written reports on student achievement all focus on this purpose.
Formal opportunities for communication and reporting include:

1. **Information Nights**
   Information Nights for each year level at the beginning of the school year are a vital opportunity for all parents/guardians and their sons to gain information regarding the College's aims, expectations and programmes.

2. **Reporting**
   Formal reporting occurs frequently throughout the year. In all instances, reporting reinforces what has been achieved and focuses on the ways in which learning can be further improved.

The table below outlines the timing and nature of formal reporting practices at Salesian College.

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<td>1) End of Term 1:</td>
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<td>College References for Year 12 students</td>
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The distribution dates of written reports and the timing of the Report Night Interviews for each year will be communicated to all members of the College community via the College Calendar and College Newsletter.
The Preparation of Written Reports
and the Organisation of Report Night Interviews

Written Reports

1. The ICT Network Administrator with the assistance of the Deputy Principal – Learning and Curriculum will supervise the entering of information regarding students’ subjects and teachers, Assessment Tasks, Work Requirements and Preset Comments into the reporting programme. Subject details and class lists will be disseminated to Heads of Department and subject teachers for checking.

2. The Deputy Principal – Learning and Curriculum will develop a timeline and procedures for the preparation, proof reading and collation of Semester and Interim Reports and will communicate these to all teachers, students and parents/guardians.

3. Semester Reports are to be mailed to all families. Additionally, information regarding Report Night Interviews and how they can be arranged is to be included.

Report Night Interviews

1. Teachers are required to see as many parents/guardians and students as possible at least once during the year. Any student who is not making progress or for whom there is a concern must be requested to attend an interview with his parents/guardians.

2. Appointments can be made at the request of the teacher and/or parent/guardian.


4. Students are responsible for making appointment times with their teachers and informing their parents/guardians of these times.

5. Appointments are usually of 5-10 minutes in duration.

6. Homeroom Mentors, with the assistance of Heads of House and Year Level Coordinators, will monitor the interview process by:
   - Checking that all parents/guardians have acknowledged receipt of the relevant report;
   - Contacting parents/guardians who have not returned a signed interview sheet via their sons.

7. Subject Teachers will monitor the interview process by:
   - Informing the relevant Year Level Co-ordinator of any students / parents / guardians who did not attend an interview as requested;
   - Informing the relevant Homeroom Mentor, and if necessary the Head of House or Year Level Co-ordinator, of any issues during the interview regarding student progress which should be monitored.

8. Heads of House and Year Level Co-ordinators will also assist the interview process by:
   - Referring students at academic risk to the Academic Counsellor;
- Referring students of general concern to the Deputy Principal.

Informal opportunities to communicate with parents/guardians should be encouraged as they assist the development of dialogue between home and school, and ultimately enhance student learning.

Teachers are required to inform the relevant Head of House or Year Level Co-ordinator if they intend to telephone parents/guardians. This ensures that contact is recorded and any relevant matters pertaining to the student can be taken into account prior to making the telephone call.

**Assessment and Promotion**

Ultimately, each student is responsible for his own success. He will need to demonstrate sufficient mastery of the learning outcomes, in academic achievement and personal growth, considered necessary for future success. Any decision concerning promotion should involve parents/guardians, the student and the College.