



Rationale

Assessment and Reporting is an integral part of the partnership in learning between parents, teachers and students in DOBCEL Schools. Assessment must be centred upon the student, helping to determine achievements and needs of the students and thus directing the teaching focus of the teacher.

Assessment strategies used should be varied and be both formative and summative, informing teachers of areas where additional assistance is needed.

Reporting should use a variety of formats and communicate achievements of the students and provide recommendations which will assist the student's future learning.

Background

DOBCEL Schools ensure an inclusive, integrated and holistic Catholic education within a safe environment that promotes improved outcomes for all students. Assessment and reporting of students' development and learning is an essential component of teaching and learning and the development of the whole person.

As the owner and operator of DOBCEL Schools, the DOBCEL Board must ensure that each DOBCEL School has policies and procedures to provide students with a safe environment and one where learning and student improvement is prioritised.

The DOBCEL Board has approved a suite of DOBCEL policies and procedures that underpin learning and teaching in DOBCEL Schools. These documents outline DOBCEL's approach to ensuring that students are able to experience opportunities for growth and achievement and that they do so in school environments where they are safe.

All DOBCEL Schools must adopt these policies and procedures at the school level.

DOBCEL believes all students are capable of learning. Students learn at different rates and through a variety of experiences, in a wide range of settings. DOBCEL acknowledges that effective learning, and the learner's self-esteem, are closely linked, therefore learning should be intrinsically rewarding and feedback should be provided regularly. DOBCEL believes that learning is an active process where students are involved and enjoy exploring and discovering for themselves.

Definitions

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting

Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes.

Principles

- Assessment tasks should be challenging, identifiable, achievable and encourage students to reach goals and strive for success.
- Assessment should provide constructive feedback for the student, confirming what they have learned and giving direction for future learning.
- Assessment strategies should inform teachers about their teaching needs and where additional assistance is needed.
- Teachers should develop regular and ongoing assessment strategies, keeping accurate and up to date records for each student in their care.
- Assessment should provide a basis for program evaluation and continuing curriculum improvement that enhances motivation for learning and maximise students' learning.
- Assessment strategies should contribute to a positive classroom environment.

Policy Statement

The assessment and reporting approaches utilised in DOBCEL Schools, will be embedded in the teaching practice of the school. Information about the students' learning will be collected and is integral to planned approaches to teaching and learning. Reporting is the communication of students' progress and achievements to students and parents.

The nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders in DOBCEL Schools.

DOBCEL Schools must comply with the Commonwealth government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission Victoria (CECV) document, [Reporting Student Progress and Achievement – 2019 Revised Guidelines for Victorian Catholic Schools](#). (The Guidelines).

Senior Secondary Education

Schools must have policies and procedures in place to:

- maintain accurate student records;
- ensure the integrity of student assessments and
- monitor student participation, completion rates and student outcomes.

The policies and procedures must cover the analysis of results and student participation in accordance with the requirements of the awarding body.

Reporting

- Reporting will cover all areas of the curriculum, as well as the emotional and social development of the child, they will provide honest feedback for parents and students about the student's achievements and progress during the semester/year.
- Comprehensive reporting covers three major fields:
 - 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: DOBCEL reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.
 - (<https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>)
- When writing reports teachers will describe the student's individual achievements, indicate areas to improve and offer a program to assist in this improvement.
- Reporting procedures will empower students through self-evaluation and foster a lifelong passion for learning. They will promote positive self-esteem and confidence in all students.
- Reports will strengthen the partnership between parents, teachers and students based on common understandings and sharing of expectations.

Relevant Legislation

Disability Standards of Education 2005

<https://www.legislation.gov.au/Details/F2005L00767>

The Aboriginal and Torres Strait Islander Education Strategy (2015)

www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy

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