Our Lady of the Way Assessment and Reporting Policy

Our Lady of the Way is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Principles Underpinning Our Lady of the Way Assessment and Reporting

MACS Schools identify the following principles for assessment:

Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student progresses in response to evidence uncovered and timely feedback.

Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's assessment.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

Definitions

Alternative framework is any accredited curriculum framework as outlined in Appendix 2 of the Catholic Education Commission of Victoria Ltd (CECV) *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools* where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as International Baccalaureate programs.

Assessment is the ongoing process of gathering, analysing and interpreting data about learners' progress and achievement to improve learning and teaching.

Curriculum area refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum F–10, these are known as Learning Areas and Capabilities.

Growth focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.

Progress is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning, and supports learners to see themselves as successful.

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

Standards describe the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or VCE/VCE Vocational Major (VM) study designs, Victorian Pathways Certificate (VPC) curriculum designs, VCAL curriculum documents (for Teach-Out arrangements in 2023) and/or units of competency within a Vocational Education and Training (VET) program.

Victorian Curriculum and Assessment Authority (VCAA) is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools.

Assessment

At Our Lady of the Way, teachers assess and monitor student growth, learning progress and achievement against the achievement standards within the curriculum framework and within the learning and teaching program at Our Lady of the Way.

Reporting

At Our Lady of the Way, the nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

Our Lady of the Way, complies with the Australian 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 of Victoria Ltd (CECV) *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools*.

Review of assessment and reporting practices – use of student learning data

Teachers at Our Lady of the Way document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

References

Catholic Education Commission of Victoria – *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools*.

- Victorian Curriculum and Assessment Authority webpages: –Victorian F–10 Curriculum: www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx
- VCAA Administrative Handbooks: www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx
- Senior Secondary Certificate Reform: https://www.vcaa.vic.edu.au/victorianseniorsecondarycertificatereform/Pages/Index.aspx
- VCE: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx
- VCE VM: www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx
- VPC: http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx
- VCAL: https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx
- VET, including VCE VET: http://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Executive Director
Assigned board committee	Education Strategy and Policy
Approval date	9 November 2022
Risk Rating	High
Date of next review	April 2023

POLICY DATABASE INFORMATION	
Assigned Framework	Curriculum
Related documents	Assessment and Reporting Procedures
Superseded documents	Assessment and Reporting Policy – v1.0 – 2021
New policy	