



## Assessment & Reporting Policy

### CONTEXT STATEMENT

Assessment is a dynamic and collaborative process of gathering information in order to form the most complete picture of a student's achievement and development, which will encourage and advance learning.

Reporting is communicating to others the knowledge gained from assessing student learning.

Assessment and reporting is a cyclical, regular and consistent process across the College.

#### SACCS Vision Statement

The curriculum policy for Catholic Schools is framed within the South Australia Commission for Catholic Schools Vision Statement.

*"Catholic Schools, in partnership with parents, in union with Christ's saving mission and communities, educate young people for participation in the Church and world communities today."*

The Assessment and Reporting policy is framed within the vision statement for South Australian Catholic Schools. This policy recognises that Catholic school communities develop the whole person, encourage the pursuit of personal excellence, celebrate the human and divine gifts of each student and encourages care for all of creation.

#### Samaritan College Vision

##### FAITH WISDOM COMPASSION

*Samaritan College is a learning community guided by wisdom and moved by compassion, living the Gospel in faith and action.*

### UNDERLYING ASSUMPTIONS, PHILOSOPHY & RATIONALE

The staff at Samaritan College believe that all students can learn while recognising that students progress and learn at different stages. We aim to encourage students to see themselves as active participants in the learning process while becoming increasingly responsible for their own learning.

We aim to provide equal opportunities for students to learn while catering for different learning styles and individual learning needs. The learning process is most effective when it continues to develop individuals and builds upon prior learning experiences.

*Assessment* is a collaborative process of collecting information about student achievement and performance based on curriculum outcomes and making decisions, which will encourage and advance learning.

*Evaluation* is the process of determining the effectiveness of the teaching and learning within a course or unit of work, with the aim of making informed decisions for improvement.

*Reporting* is the communication either written or verbal of the knowledge gained from the assessment to the student or other audiences. While commonly seen as a formal process, it may also be an informal one.

These three components complement each other and cannot stand in isolation.

## PURPOSES / AIMS

### We at Samaritan College believe:

- Catholic tradition and values recognise and uphold the right of the student to perform at maximum potential;
- Parents are the first educators of their children and are partners in the educational process;
- Learning is enhanced when school and home foster a mutually supportive relationship;
- Principles of Assessment and Reporting are consistent with contemporary theory and practice;
- The principles of Assessment and Reporting encompass Samaritan College's vision of education whereby a broad curriculum, inclusive, student-centred teaching pedagogy and supportive student/teacher relationships are celebrated;
- The reporting of assessments will be consistent with the assessment methods used and be meaningful to all students, parents/caregivers, teachers, curriculum leaders, campus leaders and the Co-Principal.

### Through the application of this policy, Samaritan College will:

- Strive to implement these Key Principles throughout our curriculum and methodologies.

## GUIDELINES & PROCEDURE

### In support of this policy Samaritan College will:

- Implement Assessment procedures that consider the whole student's – intellectual, moral, spiritual, physical, emotional and social development;
- Adopt Assessment practices that recognise, celebrate and positively reinforce individual effort, growth and potential;
- Implement flexible Assessment using a variety of developmentally appropriate tools and methods to meet the diverse needs of students;
- Gather information from Assessment practices to drive and be reflecting learning and teaching programs;
- Implement Assessment to have positive outcomes for every child and emphasise achievement and improvement;
- Implement continuous assessment which is meaningful for the student;
- Offer explicit curriculum, stating specifically what counts as success.

### Reporting will:

- Emphasise achievement and improvement;
- Be continuous and meaningful for the student;
- Be on-going, providing a summary of each student's achievement in a timely manner
- Comply with reporting requirements of the Australian Government.

### The Staff will:

- Encourage, assist and enhance the learning of all students;
- Be inclusive of race, culture, class, gender and ability;
- Be congruent with College, Catholic sector aims and Australian Government requirements;
- Support report procedures and enhance the relationship between teacher and student, parents and teachers, as well as parents and students;
- Ensure that the assessment of students is inclusive of students' learning styles and meets their learning needs;
- Ensure opportunities for negotiation of assessment are provided;
- Maintain and report to the relevant people on students' progress maintaining confidentially;
- Provide opportunities for students to participate in assessing their own learning and be assisted to act on the basis of the assessment.

**The Students will:**

- Make good use of opportunities to develop the knowledge and skills necessary to participate fully in the assessment process;
- To become aware of the various assessment methods;
- To take the opportunity to participate fully in the process of negotiation, to ensure that the assessment process meets their individual needs and allows them to demonstrate fully what they know and understand.

**The Parents/Caregivers will:**

- Positively and actively support their child's participation in the variety of assessment and reporting practices that take place at Samaritan College;
- Contribute to the development of the College's assessment and reporting policy.

<b>SUPPORTING DOCUMENTS</b>
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- SACE Board of South Australia
- Assessment Submissions & Deadlines Procedures
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Assessment and Reporting of Student Achievement Policy (CESA)
- Curriculum Policy (CESA)
- CESA Reporting Guidelines

<b>RESOURCES</b>
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**Assessment**

- SACSA Frameworks
- Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act, 2004
- Early Years Literacy for students in their 5th term at school
- Early Years Numeracy Assessment for students in Term 3, 5, and 9
- NAPLAN Tests at Years 3, 5, 7 and 9
- SACE Curriculum Standards
- Formal standardised tests
- Teacher designed tests
- Peer and self assessments
- Negotiated/Moderated Assessment Tasks
- Specialist/consultant assessments and reports

<b>ADMINISTRATION</b>
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This policy will be reviewed triennially by the College unless otherwise required.

**Review Date: April 2018**