



St Francis de Sales
COLLEGE

ASSESSMENT AND REPORTING POLICY

APPROVAL OF:	Assessment and Reporting Policy
Acting Principal	Paul Wadsworth
College Board Chair	Nick Crowe
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Next Review	November 2025
Responsible Officer	Principal through the Deputy Principal - Learning

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VISION STATEMENT

St Francis de Sales College aspires to be a leader in education serving the Adelaide Hills community. Grounded in our catholic values and in partnership with families, all community members are known and loved as an individual in the image of God.

Providing a contemporary and inclusive education, relationship and engagement empowers students to be self-motivated, creative and courageous learners.

Our students' growth mindset inspires them to achieve their personal best in all aspects of their school life and develops confident graduates eager to impact their local and global community.

OUR MISSION

"Be who you are and be that well"

RATIONALE:

Assessment is an integral component of teaching and learning at St Francis de Sales College, shaping learning by providing feedback on both student growth and teacher impact. Claire Wyatt-Smith describes assessment as being "*at the heart of good teaching and the heart of good learning*" (Wyatt-Smith, 2016), consequently, data gained through assessment highlights student progress, achievement and needs, enabling teachers to reflect on how their teaching methods are inclusive, provide opportunity for individual growth and cater for all students.

We are committed to developing a teaching and learning program that is innovative, inclusive and values all pathways; one that focuses on the academic, social, emotional and spiritual development of our students, assisting them in coming to know themselves as learners. Assessment provides appropriate and timely feedback to teachers, students and parents to guide the development of the student by focusing on "what students can do and who they are becoming" (Lucas, 2018, p5.) Effective and well-designed feedback can also double the rate of learning (Hattie, 2009). Teachers use a range of assessments to identify and target student learning activities to the "zone of proximal development" (Vygostky 1962 in Masters 2013) which provides students with the best opportunity to progress from what they can do on their own to what they can achieve with the support of knowledgeable others. The goal of effective assessment and reporting is to provide feedback on both student growth and teacher impact. This feedback is not limited to judgements on final criteria or performance standards but, rather, the ongoing formative shaping of student capabilities and dispositions that will result in successful learning.

Assessment activities and opportunities allow students to showcase their strengths and where they

are in their learning. Assessment results highlight areas that students need to focus on as well as enabling teachers to reflect on whether their teaching methods are inclusive to cater for all student needs. Sharratt (2019) raises the importance of students having a clear understanding of assessment processes by linking learning intentions to success criteria with descriptive feedback guiding students into how to move their learning forward.

Reporting is the formal and informal process of regularly and clearly communicating information to students and parents/caregivers about student achievement and progress gained from assessment processes. The central purpose of reporting is to support teaching and learning by sharing timely feedback about student progress and achievement between students, parents/caregivers and teachers. Information about student progress and achievement assists the College to identify areas of strength and enables the College and teachers to identify, communicate and implement strategies for future support of student learning.

Reporting at St Francis de Sales College is continuous. Effective teachers utilise ongoing assessment processes that are alert to the individual needs of students and grounded in an understanding of each student's learning data. This respect of the individual is demonstrated through continuous opportunities for learners to progress and thrive. For this to happen, teachers must use approaches that establish the point that a learner has reached in their learning and provide timely, descriptive and future focused feedback with students and parents, so that students can set their own future learning goals and targets.

SCOPE

The Assessment and Reporting Policy outlines the standards, guidelines and ethical use expectations and obligations for assessment at St Francis de Sales College and applies to:

- All staff and students of St Francis de Sales College

This Policy is to be read in accordance with associated policies of CESA and the College, including the St Francis de Sales Vision for learning and with specific reference to those in Appendix 1.

PRINCIPLES OF ASSESSMENT:

The Assessment Procedures should be considered a dynamic, working document given the nature of changing educational practices.

At the St Francis de Sales College, high quality assessment is characterized by three attributes:

- **Validity**, through alignment with what is taught, learned and assessed
- **Accessibility**, so that each student is given opportunities to demonstrate what they know

and can do

- **Reliability**, so that assessment results are consistent, dependable and repeatable

These attributes are achieved by ensuring assessment is:

- Aligned with curriculum, pedagogy and student needs
- Equitable for all students, catering for individual student learning styles, strengths and challenges
- Authentic and evidence-based, using established standards to make fair and comparable judgements about students' learning
- Ongoing, with a range of balanced evidence compiled over time to reflect the depth, breadth and growth of students' learning
- Transparent, to promote trust in the validity, accessibility and reliability of assessment and reporting processes
- Contextualised, promoting learning that is purposeful, relevant, challenging and engaging
- Informative of where students are in their learning and of improvements in curriculum and assessment design, teaching programs and teaching pedagogies
- Improvement focused, promoting equity and excellence in learning for all students
- Student focused, allowing students to participate in assessing their own learning and have opportunities to act on their assessment

Teachers at St Francis de Sales College report assessment to students and parents/caregivers using formal and informal strategies such as:

- Continuous reporting through SEQTA
- Checkpoint drafts
- Assessment rubrics
- Task specific feedback and final assessment comments
- Academic reports
- Learning reviews (7-12) and Tours of Learning (R-6)

Reporting of assessments is:

- **Consistent** with the assessment methods and performance standards used
- **Meaningful** for students, parents/caregivers and teachers
- **Improvement focused**, allowing students to understand where they are at in their learning journey and how they can improve

PRINCIPLES OF REPORTING:

St Francis de Sales has a responsibility to report credibly and in a timely manner on student progress and achievement to students, parents/caregivers, the College community, government and other partners in Catholic education.

The College's reporting process ensures consistent practices based on valid and reliable information about student learning.

St Francis de Sales is committed to issuing reports to Parents/Caregivers, which meet the requirements of the Schools Assistance Act 2008 (Cth), and to providing meaningful information to Parents/caregivers regarding their child's current progress. The reports will:

- Use plain English, so information on learning progress is accessible, meaningful and easily understood by students, parents and caregivers
- Provide clear information on academic achievement against specific achievement standards articulated in Australian Curriculum and SACE
- Show relative achievement of students in Reception, Year 1 to SACE Stage 1 (A, B, C, D and E) and SACE Stage 2 (A+ to E-)

Provide, on request by parents, comparison data that clearly shows where their child's achievement sits in comparison with whole Year Level data. This information will consist of the number of students in each of the achievement levels.

REPORTING COMPLIANCE

The following elements are required to be included in student reports to demonstrate compliance with the Schools Assistance Act and Regulations 2013.

In **Reception (Foundation Year)**, student achievement is reported against the Achievement Standards of the Foundation (F) Year in the Australian Curriculum.

Year Level	Reporting Scale: Description of Achievement Standard
Foundation	Three-Point Scale Working Beyond Achievement Standard Working At Achievement Standard Working Towards Achievement Standard

In **Years 1 – 10** student achievement is reported against the Australian Curriculum Achievement Standards in a learning area or subject being studied. The A-E grade scale and word equivalents negotiated by South Australia are:

Achievement	Reporting Scale: Description of Achievement Standard
A Band	Excellent achievement of what is expected at this year level
B Band	Good achievement of what is expected at this year level
C Band	Satisfactory achievement of what is expected at this year level
D Band	Partial achievement of what is expected at this year level
E Band	Minimal achievement of what is expected at this year level
NA	Not Assessed

In **SACE Stage 1 and Stage 2**, student achievement is reported against the SACE Performance Standards.

	Reporting Scale: Description of Achievement
Stage 1	A to E scale to report on student achievement in SACE
Stage 2	A+ to E- scale to report on student achievement in SACE
I	Insufficient Evidence - When a student does not provide any evidence for an assessment type
N	No Result - When there is insufficient evidence in every assessment type
Modified SACE	Completed/Not Completed
VET	Report achievement in competency-based Vocational Education and Training units of competency using the standard competency-based ratings of: Competency Achieved/Competency Not Yet Achieved

DEFINITIONS:

1. Assessment for learning (Formative)

Assessment for learning occurs when teachers and students use evidence of individual progress to inform future learning and teaching. Assessment for learning can be defined as the gathering and analysing of information about student learning that informs teachers and students about individual progress. Teachers and students use this information about learning to improve their performance through the design of future learning opportunities, building on each student's prior learning.

At any point in the learning process, students should be able to answer the following **5 questions** (Sharratt, 2019):

- What are you learning (and why)? *Learning intentions*
- How are you doing? *Success Criteria*
- How do you know? *Descriptive Feedback*
- How can you improve? *Setting Individual Goals*
- Where do you go to for help? *Self-regulating, independent learners*

2. Assessment as learning (Formative)

Assessment as learning occurs when students reflect and monitor their progress to inform their future learning goals. Assessment as learning is also about reflecting on the learning process. Through this reflection, students can build knowledge of themselves as learners and become more aware of how they learn. Assessment as learning involves students using clearly articulated, co-constructed success criteria, visible classroom prompts, and feedback from teachers and peers to articulate their next steps in learning (Sharratt 2019).

3. Assessment of learning (Summative)

Assessment of learning occurs when teachers use evidence of student learning to make judgments about student achievement against nationally recognised standards. Teachers want to know how well their students are learning and must gather and interpret evidence taken from a range of sources in their day-to-day work with students. Aligning this evidence with performance standards allows teachers to make informed judgments about student achievement and to report progress to parents/caregivers.

4. Reporting

Reporting is the formal and informal process of regularly and clearly communicating information to students and parents/caregivers about student achievement and progress gained from formative and summative assessment processes. The central purpose of reporting is to support teaching and learning by sharing timely feedback about student progress and achievement between students, parents/caregivers and teachers.

ASSESSMENT AND REPORTING RESPONSIBILITIES:

St Francis de Sales College is responsible for:

- Ensuring appropriate assessment processes that enable the collection and communication of data to inform College processes and guide the allocation of resources to support improvement in teaching and learning
- Ensuring assessment processes that enable the collection and analysis of data to determine trends in student achievement, meeting of benchmarks, calculation of awards and future directions
- Ensuring reporting processes enable timely and effective communication of student progress to students and parents/caregivers
- Meeting external assessment and reporting accountability requirements

Teachers are responsible for:

- Using performance standards to assess student work:
 - Australian Curriculum: Reception to Year 10
 - SACE Stage 1 and 2: Year 10 -12
- Using both formative assessment (to enhance learning) and summative assessment (to assess achievement against the relevant standards)
- Ensuring that all tasks are designed to enable students to engage in surface, deep and transfer learning opportunities that develop conceptual understanding and higher order thinking skills, including reflection and metacognition
- Using a range of assessment strategies and assessment types, which may include assignments, tests, journals, essays, portfolios, projects, artwork, practical work, performances, reports, self-assessment, peer assessment, checklists, oral presentations and teacher observations
- Engaging students actively in all stages of the learning process and task design, including co-constructed success criteria
- Providing due dates, timelines and check points for long term assessments
- Providing extensions for bona fide reasons as outlined below. The length of the extension should not disadvantage other students
- Ensuring formative assessment is carried out during the teaching and learning process to provide feedback to students and to teachers. Teachers may provide feedback on one draft. Refer to the St Francis de Sales College's 'Reporting Guidelines'
- Providing reasonable adjustments through quality curriculum differentiation to allow students to access the curriculum at the appropriate level and creating Personalised Plans for Learning (PPL's) for students when required
- Marking and returning work promptly. Refer to the St Francis de Sales College's 'Reporting Guidelines' for further clarity
- Providing students with the opportunity to be assessed against performance standards as per the course requirements
- Benchmarking, using CESA and SACE performance standards to ensure consistency in assessment where more than one teacher is teaching a subject for a specific year level
- Co-constructing success criteria to ensure consistent understanding of Assessment design criteria
- Developing Learning and Assessment Plans (LAPs) in accordance with SACE requirements and Unit outlines for Australian Curriculum Reception to Year 10
- Providing assessment information to students and parents via SEQTA Learn/Engage

- Creating teaching programs based on Version 9 Australian Curriculum which include:
 - the broad category of the assessment types required (eg: practical report, product design, essay, performance, directed test)
 - the timing of the assessment task
 - the performance standards that are aligned to the students identified achievement standard (which teachers will use to co-construct task specific Success Criteria with students)
- SACE Learning and Assessment Plans which will include the following:
 - description of the assessment tasks and their type
 - timing and weighting of assessment tasks
 - the performance standards of each task will be identified.
- Completing College reporting procedures in an effective and timely manner as outlined in the Reporting Procedures document

At any point in the learning process, teachers should be able to answer the following 5 questions (Sharatt, 2019):

- What am I teaching?
- Why am I teaching it?
- How will I teach it?
- How will I know when students have learned it or not?
- What is next If this works? If it doesn't work? Where do I go to for help?

Students are responsible for:

- Completing all formative and summative tasks to the best of their ability
- Submitting all formative and summative assessment items by the stipulated due date
- Managing their time effectively to meet deadlines. If a student has a bona fide reason for not being able to complete a task by the due date, they must negotiate proactively and collaboratively with their teacher in line with the Academic Integrity Policy to ensure the task is completed and submitted appropriately
- Providing a medical certificate, if an extension is required on medical grounds, for summative tasks (SACE students only)
- Providing an explanatory note from a parent/caregiver, if an extension is required for an extenuating reason, on the day an assessment item is due

- Ensuring that work is saved and backed up in more than one location. Failure to do this may mean an extension will not be granted. In keeping with the St Francis de Sales College 'Responsible Use of Technology Guidelines' students must always keep back-ups and hard copies of any drafts. In the event of a computer malfunction, students should hand up the latest draft by the due date and an accompanying letter of explanation from the parent/caregiver
- Submitting an assessment item on return to school, if absent on the due date, regardless of whether or not there is a lesson scheduled for the day
- Completing a missed task done under supervision at a time determined by the teacher. However, if too long a time period has elapsed, the teacher may, at his/her discretion, use other evidence for assessment purposes
- Completing work missed due to absence.

Bona fide reasons for extension are:

1. Illness
 2. Family / personal trauma
 3. Technological failure that prevents the task from being retrieved. This must be verified.
 4. Other authorised absences e.g.: commitment to representative teams / exchange visits etc.
 5. Completing work missed due to absence.
- Monitoring their own progress as learners by reflecting on and developing their approaches to learning and actively engaging in learning experiences and opportunities
 - Collecting, reviewing and acting upon teacher feedback and reports to inform and shape future learning goals and pathways

Parents / Guardians are responsible for:

- Ensuring students attend school regularly
- Providing a suitable work space for the completion of homework and assessment tasks
- Encouraging students to use College recommended planning tools and processes to facilitate completion of work by the due date
- Encouraging students to be proactive when absent by contacting the teacher to enquire about work missed
- Following their child(ren's) progress using SEQTA Engage

- Identifying and reviewing teacher feedback and school reports, and assisting students to act upon feedback for their improvement
- Ensuring students have access to an appropriate BOYD laptop device (7-12 only)

POLICY IMPLEMENTATION

Responsibility for implementation, monitoring and review of these procedures is vested at the level of the following roles:

1. Deputy Principal – Learning
2. Director of Learning (R-6 and 7-12)
3. Learning Area Specialists and Year Level Leaders

APPENDIX 1: RELATED DOCUMENTS

1. Catholic Education SA – Assessment in Catholic Education Reference Paper
2. CESA Curriculum, Assessment and Reporting in Catholic Schools Policy
3. CESA Guidelines for Student Reporting
4. Australian Education Regulations 2013
5. SACE Assessment and Quality Assurance Of Board-Accredited Subjects Policy
6. SACE Redrafting, Reuse of Assessed Work, And Assessment Deadlines and Submission Dates Policy and Procedures
7. SACE Supervision and Verification of Student Work
8. CESA Crossways Religious Education Framework
9. CESA Made in the Image of God Program (MITIOG)

REFERENCES

1. *Hattie, J. (2009) Visible Learning – A Synthesis of over 800 meta-analyses relating to achievement.* CORWIN <https://visible-learning.org/2009/02/visible-learning-meta-study/>
2. *Lucas, Bill. (2021). Rethinking assessment in education: The case for change CSE LEADING EDUCATION SERIES.* https://www.researchgate.net/publication/350887830_Rethinking_assessment_in_education_The_case_for_change_CSE_LEADING_EDUCATION_SERIES
3. *Sharrat, L. (2019) Clarity- What matters most in Learning, Teaching and Leading.* California: Corwin