

Assessment & Reporting Policy

RATIONALE

Emmanuel College aims to provide an inclusive and supportive learning environment that promotes improved outcomes for all students. Assessment and reporting are fundamental to this process and assist to monitor and extend student learning, and to evaluate and enhance teaching practice and pedagogy. The process also informs parents/guardians about their child's achievement and progress, and areas for further development.

SCOPE

This policy relates to staff, students, and parents/guardians at Emmanuel College.

DEFINITION

Assessment is the ongoing process of gathering, analysing and interpreting evidence, reflecting on findings, and making informed and consistent judgements to improve student learning.

Formative assessment occurs when teachers use inferences about student progress to inform their teaching, and when students reflect on and monitor their progress to inform their future learning goals.

Summative assessment occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

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

POLICY STATEMENT

Emmanuel College acknowledges its responsibility as a registered school under the [Education and Training Reform Act 2006](#) to ensure there is ongoing assessment of student performance and to embed this in the school's curriculum program. The College also acknowledges the requirement to provide access to accurate information about student achievement and progress, including at least two written reports per year to parents/guardians.

GUIDING PRINCIPLES

1. This policy is an important part of the teaching and learning process and should be read in conjunction with the College's Teaching and Learning Policy and Academic Handbook.
2. The [Academic Handbook](#) details the assessment and reporting processes at the College, including addressing plagiarism, analysing data, and reviewing practices.
3. The *CECV Reporting Student Progress and Achievement – Revised Guidelines for Victorian Catholic Schools* will be used as a resource to assist the College with implementing practices that comply with the [Minimum Standards and Requirements for School Registration](#).
4. Student performance must be monitored and assessed against framework standards, including the Victorian Curriculum F-10 achievement standards, Victorian Certificate of Education (VCE) and Victorian Pathways Certificate (VPC) learning outcomes, and Vocational Education and Training (VET) packages. Assessment information must be formally recorded for every student.
5. Schools must ensure that teachers, parents/guardians, and students have access to accurate information about student performance. Assessment of student learning must be documented and ongoing, and embedded in the curriculum program, including formative and summative assessment.

6. Assessment tasks must be varied and reflect the objectives and criteria for the curriculum and be meaningful and achievable for students. Tasks could include quizzes, exams, observations, peer discussions, work samples, presentations, performances, and projects.
7. Assessments must be modified and reasonably adjusted as detailed in Personal Learning Plans (PLPs) and according to the individual needs of students, particularly for those identified with a disability.
8. The College uses a range of tests to monitor and track student achievement on an annual basis, such as Progressive Achievement Tests (PAT) and NAPLAN. This information is entered on SIMON to keep records of student learning over time.
9. Data from a variety of sources is used to monitor and improve student learning and growth, and to guide teaching and learning programs.
10. Feedback is embedded in teaching practice and includes peer and student feedback.
11. Students are supported to develop the knowledge, skills, and behaviours to reflect on their learning in a variety of ways, including the development of learning goals and an understanding of learning intentions and success criteria.
12. Staff participate in professional development aimed at ensuring the consistent application of assessment criteria and practices.
13. Written reports are provided digitally to parents/guardians via Parent Access Module (PAM) in semester one and two in each year of enrolment of a student, and interim reports at the end of term one and three. Reports must be easy to access and understand, and available to parents/guardians in print form on request.
14. Reports must cover student achievement and progress for each curriculum area taught, including a teacher judgement(s), an indication of progress since the curriculum area was last reported on, and a five-point scale.
15. A modified report for students with diverse learning needs can only be issued with the endorsement of the Principal and must involve consultation with the student and parents/guardians.
16. Student reports are considered permanent records, which prohibits their disposal.
17. A minimum of two parent/student/teacher conferences will be conducted each year. At other times, parents/guardians can email teachers and view their child's progress and assessment results via PAM.
18. Schools are legislated to publish an Annual Report to the School Community each year on its performance. The Annual Report can be found on the College website.

POLICY REVIEW

This policy will be reviewed every three years or as needed and will be communicated to the College community via SIMON and the Parent Access Module (PAM).

RELATED DOCUMENTS/LINKS

Teaching & Learning Policy

[Academic Handbook](#)

[Curriculum Handbooks](#)

Curriculum Plan

Teachers Charter

CECV Reporting Student Progress and Achievement – 2022 Revised Guidelines for Catholic Schools

DET Assessment and Reporting guidelines

[VCAA Curriculum Planning Resource](#)

[VCE and VPC Administrative Handbook](#)

REVIEW HISTORY

Version	Date released	Next review	Author	Approved
1.0	May 2022	May 2025	Principal's Assistant	College Leadership Team