Assessment and Reporting Policy

Context

St Patrick's College is a Catholic day and boarding school for boys in Years 7 to 12 in the Edmund Rice tradition, founded in 1893 and conducted by Edmund Rice Education Australia (EREA).

Central to the mission of the College is an unequivocal commitment to fostering the dignity, self-esteem, and integrity of all our students and providing them with a safe, supportive, and enriching environment to develop spiritually, physically, intellectually, emotionally, and socially. The College is committed to achieving excellence in all its forms.

In relation to teaching and learning, this is evident in our ongoing work to:

- Provide a holistic, challenging and engaging education that is accessible to all students, which will inspire them to become motivated life-long learners
- Provide a curriculum that is relevant to the needs of each learner, using research-based methodologies, and employing evidence-informed instructional practices
- Foster in each student, a personal responsibility for learning
- Meet each student at their point of need, ensuring that every student has the opportunity to maximize their own progress
- Ensure that the close connection between home and school is maintained at every step of the learning process

Achievement of this mission requires a range of policies and guidelines that clearly direct teachers, students and parents to the roles and responsibilities of each.

Having high expectations for every student underpins our approach to teaching and learning. This is based on the belief that each has a right to an education which considers their individual learning path and the uniqueness of their development. A student's motivation to learn is influenced by the expectations of important people in their lives. In other words, students who are expected to succeed are more likely to succeed.

Teacher expectations have a direct impact on a student's motivation to learn, their self-esteem and self-efficacy. Evidence in educational research indicates that students who develop strong self-esteem and self-efficacy and are motivated to succeed and are better placed to achieve their potential at school.

High expectations also promote resilience in students. Resilience is evident when a student persists and strives to achieve goals despite setbacks, obstacles, and disadvantage. Several protective factors work together to contribute to a student's resilience. These include internal factors such as:

- Willingness to work hard
- Persistence
- High self-esteem
- Ability to control one's own behaviour and self-regulate
- Well-defined goals and aspirations

This policy aims to make expectations for learning and attainment explicit to all in the College community.

Background

Edmund Rice Education Australia – Victorian Schools Limited (EREA-VSL), as St Patrick's College's governing authority, sets the policy framework for all EREA-VSL schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students*.

*Student includes any person enrolled in the College, either as a day pupil or as a boarder.

Purpose

This policy aims to:

- Promote and further a culture of high academic expectations amongst students
- Reinforce and support the College's commitment to academic excellence
- Enhance student engagement and resilience
- Establish clear expectations for students, parents and teachers alike regarding assessment
- Support the ongoing identification of students who might benefit from additional support in their learning
- Inform any required discussions regarding a student's readiness to progress to the following year level or equivalent subject
- Ensure that parents and caregivers are kept informed of their child's learning progress

Scope

St Patrick's College has established a minimum expected standard of attainment for all graded assessment tasks. The minimum would, in principle, apply to all St Patrick's College students. Negotiation may be required for students with identified learning needs, to ensure that every student has every opportunity to maximize their progress.

The College has also established a schedule for communicating with families regarding student learning and outcomes.

Outcomes

The intention of this policy is to ensure that:

- Communication occurs regularly with families, regarding individual student outcomes
- Teachers are kept well informed of student progress, so as to inform their own planning for learning

- Students have opportunities to achieve the learning outcomes of a particular course of study
- Additional supports can be put in place for students whose progress is not at the expected level

Reporting Schedule

Reports are issued four times each year, at the end of each term. At the end of Term 1 and Term 3, each student receives a description of their Work Habits and a Summary of Academic Progress from each of their subject teachers. At the end of each semester, students will also receive percentage grades for each of their assessment tasks and attendance rate for each subject. For students in Years 7-10, they will also an indication of their achievement against the Victorian Curriculum Standards.

Student Parent Teacher Interviews

Interviews are organised at the end of Term 1 and the beginning of Term 3 each year, for parents to meet with each of their children's subject teachers. Parents are also encouraged to contact teachers at any other time should they have a query. The Homeroom Teacher for each student will also be the main go-to for parents and will maintain regular contact with families as required.

Minimum Expected Standard of Attainment for Graded Assessment Tasks

The minimum expected standard of attainment for graded assessment tasks in all Victorian Curriculum Standards, Awakenings Curriculum and VCE subjects at St Patrick's College is 40%.

VETis Studies

In general, the competency model of assessment associated with most VETiS studies does not lend itself to the expected minimum standard of attainment of 40%, as VETis studies are reported using competency standards. For VCE VET studies where a graded component exists, any graded assessment task will be subject to the minimum expected standard of attainment.

VCE Studies

This Policy is designed to be read in conjunction with the 'VCE School Assessed Coursework and Assessment Policy', which outlines the expectations and assessment procedures for students studying the Victorian Certificate of Education.

The 'VCE School Assessed Coursework and Assessment Policy', contains information for school-based assessments and examinations, providing advice for teachers and families on how VCE assessment tasks are conducted and assessed.

Supporting Students with Identified Learning Needs

The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant, and engaging learning and assessment opportunities for students with identified learning needs.

All students with identified learning needs are provided with the opportunity to achieve the stated learning outcomes. For students with identified learning needs, the Personal Learning Plan (PLP) will guide decision making around the format and mode of delivery of assessment tasks. Any adjustments to assessment tasks will be reported to families via the End of Semester reports.

For VCE students with identified learning needs, teachers will offer **special provisions** with exams and assessment tasks, based on information in the student's PLP. Note that **special provisions** are changes to the conditions the exam is undertaken in, which may include (for example): extra time, a separate exam room, a scribe, or Braille paper. For **special provisions, the content of the task itself remains the same.** In VCE, no modification to content is allowed in an exam or assessment task, to align with VCAA guidelines.

For students in Years 7-10, **both special provisions and modifications** may be offered in an assessment task, based on information in a student's PLP (Personal Learning Plan). Note that **modifications** are changes to the content – which will then be reported through the VELS (Victorian Essential Learning Standards) in the student's Semester report.

Support for Students Not Meeting the Minimum Expected Standard

Any graded assessment task that does not meet the minimum expected standard of attainment of 40% will result in the student needing to redeem the task by re-sitting, or by completing a supplementary task or activity that addresses the specific outcomes where the minimum expected standards have not been met. Where this occurs, the relevant subject teacher will contact families, either via email or phone, outlining the area of challenge and the plan for how the student will be supported to meet the minimum expected standards of attainment.

Students can demonstrate the skills and knowledge associated with meeting the expected minimum standard of attainment of 40% in one or more of the following ways, which will be determined by the subject teacher, in consultation with the relevant Head of Faculty:

- Re-sit the assessment task (in its entirety or part thereof)
- Complete an alternative, but comparable, assessment task
- Complete additional topic or concept specific short answer questions
- Be given additional time to complete misunderstood or incomplete responses. This might also include the use of scaffolding strategies or additional prompts (e.g. audio files or key word lists)
- Review of students notes related to the topic or concept being assessed
- Review of formative tasks related to the topic or concept being assessed
- Use of a student's verbal responses during an interview related to the knowledge required to successfully the expected minimum standard of attainment
- Set exercises or questions from a subject text book or other related text resources
- Demonstration of skills related to the knowledge component of the topic or concept being assessed.

Where suitable, or appropriate, the student might be able to negotiate one or more of the above to demonstrate that he has attained the skills and knowledge associated with the expected minimum standard of attainment specific to each assessment task.

Status of Policy

This policy has been downloaded from CompliSpace, is endorsed by EREA-VSL and is reviewed annually.

Policy owner	St Patrick's College - Ballarat
Approving authority	Principal
Approval date	June 2022
Risk rating	**HIGH**
Date of next review	June 2024
Publication details	School website

POLICY DATABASE INFORMATION	
Assigned TEREA Board Framework	Child Safety
Related policies	Curriculum Framework (Senior Secondary) Policy Homework Policy School Based Assessment Policy Teaching and Learning Policy VCE Pathways and Acceleration Policy
Superseded documents	Replaces previous policy for MO870