



ASSESSMENT & REPORTING

POLICY

*"Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning
(Prov 9:9)"*

Rationale

The Our Lady of Sion College Vision Statement calls us to uncover excellence within our students. To this end, appropriate assessment of student learning celebrates achievement and identifies areas and strategies for improvement. We acknowledge the critical role of ongoing feedback, enabling teachers to tailor learning to the individual and to track progress. Likewise, formative and summative feedback provided in a timely manner is a critical factor in student learning growth. As such, assessment is key information for the teacher and student. Reporting this progress provides clear communication between teachers, students and parents/carers/guardians in relation to the development of student learning.

Principles

- Assessment and reporting is an essential part of the learning program.
- Assessment of learning should be frequent and continuous, allowing students to demonstrate their progress and to ultimately flourish.
- Quality feedback is integral to the learning process, enabling students to self-regulate, self-assess and be active within their own learning.
- Assessment is both formative and summative to ensure that we provide:
 - assessment for learning (to assist teachers with the development of learning and teaching programs)
 - assessment as learning (to encourage students to reflect on their learning and monitor their progress)
 - assessment of learning (to measure student achievement against standards)
- Assessment and reporting provides a strong foundation for authentic dialogue about learning progress between teachers, students and families.

Implementation

- College assessment and reporting follows the Australian Curriculum Assessment and Reporting Authority (ACARA), Victorian Curriculum and Assessment Authority (VCAA) expectations.
- Consistent with continuous reporting, formative and summative results will be released via SEQTA periodically throughout the semester allowing students and parents to respond in a timely manner. For most subjects, this will be at least every five weeks.
- Assessment and reporting is appropriately modified for students requiring extension, English as an Additional Language (EAL) students, and students on Personalised Learning Plan (PLP), and other targeted programs.
- Assessment is organised so that:
 - common subject learning outcomes and assessment requirements are communicated at the start of a semester via the College Learning Management System
 - tasks are designed to allow for multiple levels of achievement
 - a variety of methods are used to assess the learning outcomes for a subject
 - criteria are made explicit before assessment tasks are undertaken
 - students complete internal semester examinations in Year 10 and Year 11
 - students receive guided feedback in relation to assessment tasks within two weeks of the task completion
- Punctual submission of work is expected.
- Late submission of work is communicated to parents/carers/guardians.
- Late work is assessed in accordance with College procedures consistent with the Guidelines for Continuous Reporting, Assessment and Feedback.
- Submitted work is authenticated and assessed in accordance with College procedures.
- Students will be provided with requirements of completion and submission of assessment via the Learning Management System.



OUR LADY OF SION COLLEGE

- Reports are completed for Year 7 – 12 at the end of Semester One and for Year 7 - 11 at the end of Semester Two.
- End of semester reports include a pastoral report, the summative results and Approaches to Learning for each subject.
- Years 7- 10 Reports contain progression points for each subject strand and the General Capabilities.
- Staff are expected to adhere to the Guidelines for Continuous Reporting, Assessment and Feedback which is published each year.
- Reports are stored within the College Learning Management System.
- Parents/carers/guardians and students are encouraged to seek additional feedback via:
 - Student Progress Meetings that are offered twice yearly for students to attend with their parents/carers/guardians
 - Program Support Group meetings
 - direct contact with the Subject or Homeroom teacher

Related policies and documents

- The Rose Pedagogical Framework
- Learning and Teaching Charter
- Guidelines for Continuous Reporting, Assessment and Feedback
- Notre Dame Handbook
- Student Progress and Achievement Monitoring Policy
- Learning Enhancement Policy
- Curriculum Policy
- Gifted and Talented Policy

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