

St Mary's College for the deaf (St Mary's College) is a college which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by MACS Specialist Schools Ltd (MACSS).

## Principles underpinning our assessment and reporting

*Horizons of Hope* identifies the following principles of assessment for MACSS schools:

### Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

### Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student perseveres and progresses in response to evidence uncovered and timely feedback.

### Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's narrative.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

## Definitions

**Alternative framework** is any recognised alternative curriculum framework, such as the International Baccalaureate program, available to Victorian Catholic schools if approval is granted and authorisation gained to deliver the program.

**Assessment** is the ongoing process of gathering, analysing and interpreting data about learners' progress and achievement to improve learning and teaching.

**Curriculum area** refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum, these are known as Learning Areas and Capabilities.

**Growth** focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.

**Progress** is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning, and supports learners to see themselves as successful.

**Reporting** is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

**Standards** describe the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) study designs or units of competency within a Vocational Education and Training (VET) program.

**Standard framework** refers to the Victorian Curriculum F–10.

**Victorian Curriculum and Assessment Authority (VCAA)** is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools.

## Assessment

At St Mary's College, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at St Mary's College.

## Reporting

At St Mary's College, the nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and leaders of St Mary's College and our partner schools.

St Mary's College complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#) (the Guidelines).

Students at St Mary's College receive reports and feedback from St Mary's College as well as from other registered providers of curriculum and learning programs. This may include:

- Partner school classroom and subject teachers
- Providers of VET subjects

Students with significant challenges resulting from their disability, may undertake a significantly modified course of study or assessment tasks. On these occasions, a modified report for Students with Additional Learning Needs will be written. Reports generated by the Abilities Based Learning and Education Support (ABLES) platform may be used to report the progress and achievement of students with a mild or significant intellectual disability who are working towards foundation (F).

## Senior secondary education

Schools must have policies and procedures in place to:

- maintain accurate student records
- ensure the integrity of student assessments

- monitor student participation, completion rates and outcomes.

The policies and procedures must cover the analysis of results and student participation in accordance with the requirements of the awarding body.

## Review of assessment and reporting practices – Use of student learning data

Teachers at St Mary’s College document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

## Related policies and documents

- SMC Learning & Teaching Policy
- Aquinas College Assessment & Reporting Policy
- Holy Trinity Primary School Assessment & Reporting Policy
- Marymede Catholic College Assessment & Reporting Policy
- St John’s Regional College Assessment & Reporting Policy
- Salesian College Sunbury Assessment & Reporting Policy
- Thomas Carr College Assessment & Reporting Policy

## References

CECV 2021 [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#)

VCAA 2018 [VCE VET Program Guide 2018](#)