Assessment and Reporting Policy

Antonine College is owned, operated and governed by the Maronite Antonine Sisters (MAS). The College operates with consent of Melbourne Archdiocese Catholic Schools LTD (MACS).

Principles underpinning Antonine College Assessment and Reporting
Horizons of Hope identifies the following principles of assessment for MACS schools:

Focus 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 assessment.
- 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 accredited curriculum framework as outlined in Appendix 2 of the Catholic Education Commission of Victoria Ltd (CECV) *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools* where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as international Baccalaureate programs.

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 F-10, 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 the 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 (extend 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 VCE/VCE Vocational Major (VM) study designs, Victorian Pathways Certificate (VPC) curriculum designs, VCAL curriculum documents (for Teach-Out arrangements in 2023) and/or units of competency within a Vocational Education and Training (VET) program.

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

Assessment

At Antonine College teachers assess and monitor student growth, learning progress and achievement against the achievement standards within the curriculum framework and within the learning and teaching program at Antonine College. Assessments include a range of tasks that are completed in and out of the classroom and that contribute to formative and summative results.

Reporting

At Antonine College, the nature of the frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

Information about assessment, including results, feedback and reports is uploaded to SIMON/PAM regularly as ongoing assessments occurs throughout each semester at school.

Antonine College complies with the Australian Government reporting requirements. These requirements apply to 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: 2022 Revised Guidelines for Victorian Catholic Schools.*

Senior secondary education

Antonine College adheres to the requirements of the VCAA study designs for each VCE and VET subject. As part of this Antonine College:
- Maintains accurate student records
- Ensures the integrity of student assessments
- Monitors 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 Antonine College document the process 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
- Antonine College Assessment Procedures
- Year Level Handbooks:
https://www.antonine.catholic.edu.au/learning/saint-joseph-campus-handbooks
- College Data Plan
- Curriculum Overview
- Cedar Testing Schedule

- Moderation and Evaluation Forms – Cedar & Saint Joseph Campus
- Homework Policy & Procedures
- VCE Assessment Flowchart
- Year 7-10 Assessment Flowchart

References

- Catholic Education Commission of Victoria – *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools.*

- Victorian Curriculum and Assessment Authority webpages: –Victorian F–10 Curriculum:

- VCAA Administrative Handbooks: www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx

- Senior Secondary Certificate Reform: https://www.vcaa.vic.edu.au/victorianseniorsecondarycertificatereform/Pages/Index.aspx

- VCE: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

- VCE VM: www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx

- VPC: http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx

- VCAL: https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx

- VET, including VCE VET: http://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

Policy Information Table

Responsible person	ACL Principal
Policy owner	ACL Principal
Approving authority	College Executive
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Risk rating	High
Date of next review	May 2025
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