



Policy Number	No. 009
Implemented	2012
Evaluated	Every 3 years
Next Evaluation	2021
Evaluation Group	LLT

ASSESSMENT & REPORTING POLICY

1. RATIONALE

Assessment and reporting are integral parts of the teaching process and are considered essential in providing feedback to students and parents.

2. AIMS

- 2.1. To encourage students to produce work appropriate to their particular potential and abilities.
- 2.2. To identify positive attributes of students, while highlighting areas of further challenge.
- 2.3. To facilitate the measurement of a student's progress in their learning and their achievement of objectives and/or curriculum requirements.
- 2.4. To provide students with certification or documented evidence of their achievements.
- 2.5. To support students and motivate them to progress to the next level of their learning.

3. BROAD POLICY

Assessment and reporting at Gleeson College should model Christian values, challenge each student to reach their full potential, develop their self-esteem and promote respect for their integrity. Assessment will be sequential in all curriculum areas. The detailed form that this takes may vary within subjects according to the nature of the subject, the teacher and student needs, the particular topic being studied and the requirements of the SACE Board at the senior level. The method of assessment and reporting should be consistent with this policy and be negotiated with the students in advance.

4. GUIDELINES

- 4.1 There should be a range of different learning activities provided to students in each curriculum area and the methods of assessment and feedback should vary to suit these.
- 4.2 Students should be involved in assessment procedure. They should be consulted and informed about objectives and should recognise that assessment is an integral part of learning.
- 4.3 Each subject, course and curriculum activity should have a set of clearly defined assessment criteria based on performance standards.
- 4.4 Assessment criteria should be communicated to the students at the beginning of each course or unit of study (e.g. in Learning and Assessment Plans, Course Outlines) and re-emphasised in marking criteria sheets accompanying summative assessment tasks.

- 4.5** Students should be notified of the timing of summative assessments, especially through student course outlines. The course outlines are available to students from the Gleeson College electronically.
- 4.6** There should be an appropriate balance of diagnostic, formative and summative assessment, with the rationale and links between each made clear to students.
- 4.7** Assessment tasks should be constructed to make it possible for all students to achieve some success at each criterion of the performance standards.
- 4.8** Detailed, constructive feedback should be provided to students on summative assessment tasks with comments uploaded in iScholaris, with students being able to redeem their work within agreed guidelines (SACE Board policy excludes redemption at Stage 1 and Stage 2).
- 4.9** Teachers should record student achievement in iScholaris configured to reflect the form of the subject report. This would ensure that data contained in the report is as detailed as possible to aid the student in reflecting upon his or her learning pattern.
- 4.10** Reporting needs to be clear, informative and meaningful for students, parents and teachers.
- 4.11** For students in Years 8 – 11, there will be two interim reports issued at the end of Terms 1 and 3, and two semester reports issued at the end of Terms 2 and 4. Staff upload interim grades to iScholaris.
- 4.12** For students in Year 12, there will be a report issued at the end of Terms 1 to 3.
- 4.13** Parent/student interviews with subject teachers are conducted over two nights in Term 1 and one night in Term 4, where requested by either staff or parents. A separate Year 12 parent/student interview is held during Term 3.
- 4.14** Assessment and reporting should provide feedback for consideration of the promotion and welfare of each student (see Promotions Policy). The feedback provided should allow for the identification of students at risk of promotion (Related to achievement, behaviour and attitudes).
- 4.15** Parents will receive one introductory email from each subject teacher through iScholaris indicating what assessments the class will undertake as well as other general information about the course.
- 4.16** Parents will receive an email from teachers when their child does not submit work or their assessment task is not to a passing standard.
- 4.17** Teachers may also use email to inform parents of positive progress.
- 4.18** Grades are determined each term based on whether the course is running for a term, semester or year. If the subject runs for longer than a term, then the grade is based on a cumulative score.
- 4.19** The assessment grade options for end of semester reporting are:

General Learning	(Year 7-12)	O, E, G, S, NI, NA
Assessment Type	(Year 11-12)	A ⁺ to E ⁻ , EAC, P, IE, NA
College Grade	(Year 7 to 12)	A ⁺ to E ⁻ , IE
Final Grade – ACARA	(Year 7 to 10)	A, B, C, D, E
Final Grade – SACE	(Stage 1)	A, B, C, D, E, P, IE
Final Grade – SACE	(Stage 2)	A ⁺ to E ⁻ , IE

EAC – Externally Assessed Component; P = Pending; IE – Insufficient Evidence; NA – Not Assessed; NI – Needs Improvement

5. BASIS OF DISCRETION

The policy may be modified under the professional direction of those who understand the needs of the student, meaning that a decision can be made to depart from these guidelines in response to particular extenuating circumstances.

6. EVALUATION

Gleeson College is responsible for the evaluation of this policy, which will take place every 3 years. The policy should be considered by members of the LLT as the key team within Gleeson College for Planning, Policy and Review. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed  Principal or delegate 22/03/2018

Signed  Chairperson of Board or delegate Dated: 22/03/2018

This Policy now replaces all previous versions and evaluations of this Policy originally implemented in 2012 and subsequently updated in 2018.