Rationale

* Schools undertake a range of student assessment and reporting activities to inform and support student learning.
* Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.
* The [Insight Assessment Platform (Insight),](http://www.insight.vic.edu.au/insight-platform) an Education State initiative, is aimed at helping teachers assess the progress of all learners and support more targeted teaching practices.
* Insight aims to enable high quality assessment and feedback that will inform teacher planning for the next steps in a student’s learning as that they continue to make progress along the learning continuum.
* Schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

Purpose

To ensure Charles La Trobe College is aware of the policies and procedures for the preparation of reports on student progress and achievement for parents/carers or the community.

Definitions

* Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.
* Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:
* Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students’ learning needs
* School reporting: schools report to the local community via their annual report, providing a concise summary of the school’s achievements and progress
* System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes

Implementation

* The school will develop a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum.
* Teams of teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.
* Tools should enable students to monitor and reflect upon their own learning.
* The school will select from the range of assessment tools available on the Insight Assessment Platform.
* Feedback to students will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.
* Please refer also the school’s *Data Analysis & Use Policy,* the *Reporting to Parents Policy* and the *Archives & Records Management Policy.*

Evaluation

* This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change (latest DET update early July 2017).

Ratification

* This update was ratified by the College Council on 15th February, 2018.

Reference:

* [www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx)