



Assessment and Reporting Policy.

Rationale:

Doxa School Bendigo is a Child Safe community committed to providing an environment that is Safe, promotes Kindness and encourages Curiosity. The School is one that cares for all individuals in the school community and this must be reflected in our Assessment and Reporting Procedures. Our students are often challenged in their educational aspirations by a range of barriers to participation and require individual care and support in order to achieve their goals.

All our policy and procedural documentation is underpinned by the key Pillars of the Doxa School Model, Student Centred, Trauma Sensitive, Social and Emotional Literacy, Choice Theory and our Catholic Identity.

Basic Beliefs:

Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and challenges and this should be done in such a way that builds the student's confidence and self-belief.

Therefore:

- We are committed to recognising the contributions and achievements of each individual student.
- We are committed to providing opportunities for all students to reach their full potential – academically, socially, spiritually, physically, emotionally and creatively.
- We are committed to enabling effective communication between all members of the School community and stakeholders, in particular in the area of our students' academic, social and personal achievements.

Aims of Policy:

It is the policy of Doxa School Bendigo that the Assessment and Reporting process should:

- promote a positive attitude towards learning;
- encourage students to reach their full potential in a range of fields and activities;
- promote access to learning experiences suited to the needs, background experiences and interests of all students supported by their Individual Learning Plan (ILP).

- assist students in their learning and to provide feedback to students on their performance, that relates to the goals set in their Individual Learning Plan.
- inform parents/guardians about the academic and social progress of their children.
- provide information to teachers and the Principal on student performance, which when reflected on can help improve teaching and learning.
- enable all students to succeed in achieving worthwhile goals.
- comply with all requirements of VCAA and the VRQA for Specialist settings in Victoria and within Victorian Curriculum and VCAL assessment and reporting criteria.

Implementation:

The following guidelines should be used by teachers and other support staff when setting up Assessment Procedures and Strategies:

- encourage students to reach their highest achievable goals;
- provide relevant information about the variety of learning situations which are used to help students experience success;
- develop a cumulative record and so reflect the process of learning using the Doxa School ILP as a key document;
- gathering of a range of data through appropriate academic and diagnostic testing and recorded observations to assist in the assessment of students' strengths and weaknesses;
- provide students with the opportunity to participate in the setting and the assessment of activity and individual goals.

The consequences of these guidelines are:

- to develop achievable goals for assessment within a program, involving students in the process;
- to ensure that students have a clear understanding of the activity goals: of what and how much work they will be required to do; the required quality of that work; when the work is to be completed;
- to develop units of work and, in consultation with students, use a variety of strategies and techniques of gathering information on progress, to cater for the range of quality of student learning;
- that assessment of all units complies with VRQA and VCAA requirements.

The following guidelines should be considered by the Principal and staff of the Doxa School when structuring Reporting Procedures and Strategies:

- provide constructive feedback on all aspects of the School's academic and personal development program for parents and students.
- use a consistent reporting format for all subject areas and for all students.

- to take account of the specific requirements of Government and Diocesan organisations responsible for education.
- to report in a variety of ways that give a broad range of information on the progress of the student in all aspects of the School program.

The consequences of these guidelines are:

- to develop a reporting process that is consistent for all students and takes account of individual differences and levels of achievement.
- to develop reporting procedures that are regular.
- to develop a range of reporting strategies that provide both written and verbal contact with students and their families as well as their referring school where appropriate.
- to ensure that reporting formats are affirming of students and their achievements.
- to ensure that governing bodies requirements are met in our reporting procedures and formats.

VCAL Assessment and Reporting:

Doxa School's program provides the opportunity for students to undertake studies in the Victorian Certificate of Applied Learning (VCAL) at Foundation level and Intermediate level.

Assessment and Reporting requirements are outlined by the Victorian Curriculum and Assessment Authority (VCAA) and Doxa School complies with these requirements.

- All students work is assessed in accordance with VCAA requirements.
- Assessment procedures at Doxa School require staff to moderate all assessment in line with regional VCAL quality assurance in accordance with VCAA requirements.
- The VCAL Coordinator will over-see the consistent application of Assessment Criteria in accordance with VCAA requirements.
- Doxa School staff participates in VCAL quality assurance regarding assessment tasks.
- Results are entered into the VASS system by the VASS administrator by the due dates determined by VCAA.
- Students' Assessment Task evidence will be stored indefinitely in Archive storage each year.
- Student progress is reported on twice a year in a formal written report and each term in ILP Meetings that include Parents/Carers.
- Reporting will include an assessment of academic performance regarding achievements in VCAL and information regarding whole person growth.

All assessment and reporting procedure for VCAL Students will be monitored by the VCAL Coordinator and the Teacher team and reviewed at the end of each year to ensure compliance.

Appendix 1.

Doxa School Bendigo.
Semester Reporting Timeline.

The nature of the Doxa School Program means that reporting student progress to parents and the student’s home school happens on a regular basis. There is regular contact with Parents/Carers by Teaching and Wellbeing staff via phone and email. This adds to the formal process of Individual Learning Plan (ILP) meetings that occur each term. The ILP is the focus of regular discussions between each student and their classroom support team where feedback is provided and goals reviewed and updated as required.

It is expected that students will review their ILP goals at least twice a term with their teacher and/or wellbeing support worker. ILP review may occur more frequently as required.

Formal and informal reporting happens in the following manner:

SEMESTER TIMELINE FOR REPORTING

Week.	Reporting Process.		REGULAR CONTACT WITH PARENTS AND CARERS THROUGHOUT THE
1			
2	ILP Review/Development	STUDENT - TEACHER WELLBEING SUPPORT	
3	ILP Review/Development		
4			
5	ILP meetings	STUDENT – TEACHER -WELLBEING/CLASS SUPPORT – PARENT/CARER - OTHERS	
6	ILP meetings		
7			
8	ILP Review	STUDENT - TEACHER WELLBEING SUPPORT	
9	ILP Review		
10			
11			
12	ILP Review	STUDENT - TEACHER WELLBEING SUPPORT	
13	ILP Review		
14	ILP Review		
15			
16	Report writing/Correction Day.		
17			
18	ILP/Transition Meetings/Reports Distributed	AS PER ILP	

19	ILP/Transition Meetings/Reports Distributed	MEETINGS	SEMESTER
20			