

Mazenod College Assessment and Reporting Policy



Mazenod College is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Principles underpinning our assessment and reporting

Horizons of Hope identifies the following principles of assessment for MACS 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

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. In VCE these are known as key knowledge and key skills.

Feedback is fundamentally a process whereby students come to understand what actions they can take to improve their knowledge and skills. Much of this effective feedback rightfully happens within class time and is not ever 'captured' in data. At Mazenod, teachers provide formal feedback through MazCom, and this consists of written comments and a range of audio, visual, and interactive multimedia.

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) 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 Mazneod, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program of the college.

Reporting

The College recognises that there is a distinction between feedback and reporting. This distinction is outlined in the table below:

Feedback	Reporting
Audience is students	Audience is parents
Focuses on student improvement and meaning making	Focuses on informing parents of student achievement
Characterised by continual dialogue	Characterised by measurement against standards

At Mazenod the nature and frequency of formal feedback given to students and reported to parents about individual assessment tasks are determined by teachers and leaders. But at a *minimum* consist of all reportable grades being reported in a timely manner following submission, and:

- two examples of detailed feedback (on either formative or summative assessment) tailored to the student per subject per semester or;
- one example of detailed feedback tailored to the student per subject per semester for two-period elective subjects at years 7-9.

The College acknowledges that most teachers exceed these minimum standards and encourages such frequent assessment and feedback practices.

Feedback and assessment reporting are provided to parents on an ongoing basis, through our Learning Management System, MazCom. Parents access feedback and other formal assessment results through the parent portal of MazCom.

In addition, Mazenod 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).

Assessment and Reporting (VCE)

IN DRAFT

Interim, please see [VCE Student Policies and guidelines](#)

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

Mazenod College maintains detailed student achievement and engagement data across a number of platforms. This data is used by teachers, faculties, pastoral leaders, and administrators when making decisions about teaching and learning practices, student pathways, and staffing allocations. These platforms are managed by the Dean of Data, Systems, and Analysis with support from the Deputy Principal Learning and Teaching, the IT Systems Manager, the Data Analyst, and other relevant stakeholders. Teachers are given regular training on how to use and interpret this data effectively.

Related policies and documents

[Curriculum Handbook](#)

[VCE Student Policies and guidelines](#)

[Staff Handbook \(including assessment guidelines\)](#)

References

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

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