



Assessment Policy

The educational mission of the Catholic school

The Catholic school finds its true justification in the mission of the Church; it is based on an educational philosophy in which faith, culture and life are brought into harmony.

[Catholic Church, Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, St Paul Publications, Homebush, NSW, 1988, n. 34]

The Catholic school achieves its educational mission by:

- transmitting the Catholic tradition and heritage; and
- making the values of the Gospel the mainspring of everyday teaching and learning

Rationale

Assessment principles:

As a Catholic school St Pius X High School is guided and informed by the following key principles. In reflecting the aims of the curriculum, assessment procedures, both formal and informal, will:

- be linked very closely to effective teaching and learning strategies, with assessment outcomes forming an integral part of individual diagnosis, remediation or acceleration, and course construction and planning;
- ensure close linkages with preceding and succeeding phases of learning;
- include a variety of techniques to demonstrate the development of a comprehensive range of knowledge, skills and attitudes;
- relate directly to students' achievements, based on the standards framework across the curriculum;
- feature methods which encourage personal growth and cooperative attitudes in group activities, and allow for balanced judgments of student strengths and limitations;
- provide increasing opportunities for students to take responsibility for their learning, including peer and self-assessment;
- provide students with clear levels of achievement which focus on valuing the actual work done by the student, and reflect judgments on the quality of the work that has been completed;
- provide justice and fairness for all students by ensuring that the criteria for successful completion of assessment tasks are clearly communicated.
- will make provisions for students who experience hardship both at school or at home.

Practices of assessment:

In administering fair, just and purposeful assessment, St Pius X High School makes every effort to implement the following principles, which are embedded in the Catholic ethos. The school strives to ensure that:

- the judgments of student performance are not prejudiced by factors outside the student's control, such as place and circumstances of living;
- the process of assessment incorporates elements of student involvement and appeal;
- the judgments of teachers, the quality of the learning process and the expected levels of achievement are monitored.

In summary therefore accurate and comprehensive assessment of student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:

Assessment practices at St Pius X High School utilise processes, formal and informal, which enable students, teachers and parents to:

- review the learning that has taken place;
- make judgments about how effective it has been;
- communicate this information effectively to the audiences for whom it is appropriate;
- plan ways to enhance the future learnings of the students involved;

Implementation:

The Studies Team will ensure that:

- Procedures are created to ensure consistency across sections/markings.
- Procedures are created, published and discussed with students and parents that set out the expectations and regulations regarding the Assessment Program (see "Assessment Task Procedures – Information for Students" in each Assessment Handbook)
- All Assessment Tasks will be tiered in accordance with the school policy and as such will provide opportunities for all students to demonstrate their level of achievement
- Tasks accurately assess student achievement.
- Assessments will be used to identify future lessons and directions (Assessment for Learning), rather than simply a prelude to reporting achievement (Assessment of Learning)
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such as NAPLAN.
- Teachers will develop a system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the curriculum levels.
- The school will provide information for parents on assessment and reporting via handbooks, information evenings and the school website.

- The school will assess the achievements of students with disabilities and special needs in the context of the curriculum. The Learning Support Team will develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported on at regular IP (Information Profile) interviews.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of ESL.
- The school will provide all required performance data to BOS and the community by means of the Principal's annual report.
- Each faculty will develop and maintain a manageable system of keeping samples of student work that indicate a range of grades awarded in all Stage 5.
- Students are notified of the date and nature of tasks via the Assessment Handbook and in more specific detail 2 weeks prior to the task.
- Notification is to include a general description of the task, outcomes assessed, weighting, date of the task, any special arrangements if necessary, an outline of what is expected (to achieve...) and marking criteria

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by St Pius X High School Studies Team in June 2013.

Supporting Documents:

Please read the following documents when considering Assessment:

- *Assessment Procedures 2013 – the rules and general procedures to conducting tasks. This information is provided to students in the Assessment Handbook each year*
- *Assessment Procedures – Tiering Tasks. How to tier a task*
- *Assessment Procedures – Principal's Expectations*