

St Joseph's Catholic PS, Mernda 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), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

## 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

**Alternative framework** is any recognised alternative curriculum framework, such as the International Baccalaureate program, available to Victorian Catholic schools if approval is granted and authorisation gained to deliver the program.

**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.

**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), Victorian Certificate of Applied Learning (VCAL) 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 St Joseph's Catholic PS, Mernda, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at St Joseph's Catholic PS, Mernda.

## Reporting

At St Joseph's Catholic PS, Mernda the nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and leaders.

St Joseph's Catholic PS, Mernda 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).

## Review of assessment and reporting practices – Use of student learning data

Teachers at St Joseph's Catholic PS, Mernda document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

## Related policies and documents

# Assessment and Reporting Policy

*'Assessment is a means of uncovering the narrative of our learners: their progress, success and challenges in learning'. (Horizons of Hope - Assessment p3)*

At St. Joseph's Catholic Primary School, we believe assessment is an integral component of effective learning and teaching. Assessment before, during and after a sequence of learning supports both teachers and students to understand where they are in their acquisition of skills and knowledge of a curriculum area and where they need to get to. Assessment gives an indication of a student's progress and growth over time.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Quality assessment forms a foundation upon which:

- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- **informed and consistent teacher judgements** against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used. It is an expectation that the proforma below is used to record the data that is to be triangulated against the specific indicators.

At St Joseph's Catholic Primary School our documentation of assessment involves identifying the what, when, how and who of assessment aligned to student's learning. This forms part of our school-based curriculum program, including formative and summative assessment. It is an expectation that teachers fulfill the requirements of the assessment schedule as set out below.

#### [STJ 2021 ASSESSMENT SCHEDULE](#)

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative (repetitive of a process) It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments can also be used formatively, since they can inform future planning for student learning.

#### **WHY WE ASSESS:**

*Professor Hattie has maintained a focus in Visible Learning and Visible Learning for Teachers on the idea of 'Know thy Impact'. This is a deeper idea than looking at student results - it is about looking at student progress, assessing the impact that teaching and learning is having on this progress both during and after the learning process. (Mind frame - I am an Evaluator)*

At St Joseph's we are striving to improve our students' assessment capability, because research tells us that children who are assessment capable are more likely to achieve. We are committed to developing self-regulating learners, who are then able to self-assess their work and share their learning. Learners are encouraged to describe where they are in relation to the success criteria and in doing so are then able to identify strategies to bridge the gap between 'where am I now, to where am I going' In

developing student’s assessment capability learners innately have the ability to know, understand and do the following.

Assessment - capable learners are able to...

- know about their learning and can plan the next steps
- are active in their learning
- understand the assessment tools being used and the results
- understand the learning intention and success criteria for their learning
- can assess and use feedback using learning intentions and success criteria
- can monitor their progress
- continually ask themselves: **Where am I going? What are my goals? How am I going? What progress is being made towards the goal? Where to next? What activities need to be undertaken next to better progress?**
- can track their progress using rubrics, matrix or exemplars

### ASSESSMENT STRATEGIES

Teachers at St Joseph’s Catholic School, use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection. Teachers can use a variety of assessment strategies to gather evidence about student achievement. Specific assessment strategies and tasks are documented in the planned unit designs and learning sequences.

The assessments may include, but are not limited to, observation - informal and planned, observation surveys, anecdotal records, cumulative checklists, self-assessment, student written reports, record keeping, questionnaires, surveys, thinking tools, tests, assessment related tasks, running records, rubrics, use of exemplars, discovery-based assignments, projects, performances, discussions or student-teacher conferences.

### REPORTING

At St Joseph’s all reporting is made in consultation with and against the Victorian Curriculum.

We believe reporting is an essential part of the feedback process for both parents and students, this takes the form of two written reports which includes a five-point scale that complies with the Australian Reporting requirements and reporting on work habits. The parents are also given the opportunity to discuss their child’s report.

Approaching the Next Standard	5	Well Above	A
Exceeding Expected Standard	4	Above	B
At Expected Standard	3	At	C
Approaching Expected Standard	2	Below	D
Working Towards Expected Standard	1	Well Below	E

WORK HABITS	Working Towards Expectations	Achieved Expectations	Exceeded Expectations
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Participates and engages in a range of learning activities in a positive manner.			
Displays appropriate behaviour and is respectful to all staff, peers and the environment.			
Co-operates with others during learning activities to achieve personal best.			

St Joseph’s Catholic School report is provided in an accessible form and is designed for parents/carers to easily understand and use. The report is focussed on what parents want to know and need to know, and it uses clear and direct language and concise sentences where comments are used.

Judgements are recorded for every student, including students for whom modified reporting may be appropriate. Judgements support accurate reflections on what a student **can independently do, say, make or write**. ‘Independently’ in this context means without the help of a teacher, a parent/carer, another student or a learning support officer.

For each student in Years Prep to 6, St Joseph’s report includes information about the student’s progress and achievement during the reporting period. This information is based on **accurate, objective and on-balance judgements** of assessment evidence gathered in each of the following areas...Religious Education; English; Mathematics; Science; Technology- Design & Technology / Digital Technology; Capabilities- Critical & Creative Thinking, Ethical, Personal & Social, Intercultural; Humanities - (Discovery Based Learning) - Civics and Citizenship, Economics and Business, Geography and History; Health & Physical Education.

Languages - Japanese; The Arts - Dance, Drama, Media Arts, Music & Visual Arts.

The curriculum areas of Religious Education, English, Mathematics and Science (commencing in Year 2) is reported on annually. All other curriculum areas will be reported on biennially.

## Reporting Expectations

The existing reporting requirements, as detailed in the VRQA Guidelines to the Minimum Standards, state that a school must undertake ongoing assessment, monitoring and recording of all students’ performance and report on performance, in writing, to parents and guardians at least twice a year. Teachers will prepare to **report learning areas as outlined in the Victorian Curriculum**, that have been substantially taught and assessed over this Semester.

The report provided will be in an accessible form, using ICON platform and be easy for parents/carers to understand and use. It will focus on communicating information about their child’s **progress and growth**. There will be **clear and direct language**, in the form of **indicators**, which are based on the Achievement Standards in the Victorian Curriculum F-10 in the areas of Maths and English and the Melbourne Archdiocese Religious Education Curriculum in the area of Religious Education. These indicators will have a five-point scale, indicating if the student is working towards’, ‘approaching’, ‘at expected standard’, exceeding approaching standard, ‘approaching next standard’

The report **will have progression points for Religious Education, English, Mathematics, Discovery Based Learning, Japanese, Performing Arts, Visual Arts, Physical Ed/Health.**

The report will include a **succinct next step learning goal, arising from Semester 1**, aligning to student's learning achievement in the learning areas of English, Mathematics,

**Work habits** will be reported for **Religious Education, English, Mathematics, Discovery Based Learning, Performing Arts, Visual Arts, Physical Education, and Japanese.**

The report will have a **comment** about the student's achievement in **Discovery Based Learning**. There will be a **general comment** making reference to general capability, dispositions, specialists' areas and any outstanding achievements e.g., CEW visual arts or sporting achievements etc...

Comments must reflect achievement aligned to indicators and progression point.

The length of the **general comment** is between **150 - 200 words and 100 - 150 words for Discovery Based Learning Comment**, both with a positive tone.

*Please note the following as consistent, general expectations:*

- *Semester as a title in **capital letters**; as well as, Year Six and Subject Areas.*
- *Be mindful of **apostrophe/s, and homophones** – e.g., practice/practise and personal **pronouns** – his/her.*
- *Comments are to be written in **past tense** 'has been able to...' has shown the ability...' demonstrated to...*
- *Comments reflect **student's achievements, with evidence of.***
- *The word '**teacher**' is to be used rather than 'Learning Advisor'*
- *The words 'Learning Support Officer' is to be used rather than Learning Advisor Aide.*
- *Use **full words** e.g., Discovery Based Learning*
- *Reports are to be objective not subjective.*
- *Avoid teacher jargon and flowery language.*

#### Parent Teacher Interviews:

Parent teacher interviews will occur either face to face or through Google Meet in a video conference format. The duration of the interview will be 15 minutes with a 10-minute conversation if it takes place via google meet. These interviews are an opportunity to discuss any clarifications or queries about the student's report. A set of questions will be sent home prior to the interview as a reference for further discussion and conversation starters.

*What surprises you about your child's learning and achievements?*

*What are you most proud of with your child's learning?*

*What key factors contribute to your child's success in learning?*

*What are the challenges with your child's learning?*

*How can you support your child with the identified learning goal?*

## References

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

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