

# St Joseph's Catholic PS, Mernda

## Assessment and Reporting Procedures



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.

**This section sets out the steps that are taken at St Joseph's Catholic PS, Mernda to adhere to the rules of the policy and achieve the policy purpose.**

1. Methods used to assess student learning progress and achievement
  - 1.1. Formative assessment
  - 1.2. Summative assessment
  - 1.3. Students with additional learning needs
2. Process for developing assessment tasks
3. Cycle of review of assessment practices and processes
  - 3.1. Student data
  - 3.2. Identification of data
  - 3.3. Collection of data – cycle, methods, storage, dissemination
  - 3.4. Analysis of data
  - 3.5. Interpretation of data
  - 3.6. Use of data to inform teaching and assessment practices
4. Reporting practices
  - 4.1. Formative assessment
  - 4.2. Summative assessment
  - 4.3. Written reports
  - 4.4. Student/teacher/parent conferences
  - 4.5. Students with additional learning needs
  - 4.6. Students with additional needs
5. Personalised Learning Plans
  - 5.1. NCCD data
  - 5.2. Participation in national testing programs such as NAPLAN, PISA
6. Senior secondary assessment and reporting policies, procedures and practices

# Assessment and Reporting Procedures Policy

## Rationale

*'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.

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 and is an opportunity to discuss their growth in learning.

## Aims

Regular reporting aims to:

- Inform stakeholder/s of the progress of an individual student and/or cohorts of students.
- Aid in developing a partnership of learning between the school, parents and students.
- Ensure accountability requirements to Commonwealth Government Student reporting requirements are met.
- Acknowledge the important role of the parent in the schooling of their child.
- Accurately report student achievement against the Victorian Achievement Standards to the students themselves, to parents, other teachers and Catholic Education Office.
- Provide parents with two written Student Report Documents indicating their child's academic progress against Victorian Curriculum Achievement Standards and progression points. Where necessary, translations into other languages will be provided.
- Generate Student Reports using ICON software, and will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies, areas beyond the curriculum (including attitude, participation, extra-curricular activities, social skills), and a student self-assessment.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against achievement standards across the school.
- Provide three formal parent/teacher interviews per year – an introductory interview early in term one to establish learning goals, and one interview after each of the mid-year and end of year written reports are distributed. Where necessary, interpreters will be provided.
- Progressively develop learning improvement plans for individual students in consultation with parents and, where appropriate, with others with specific expertise.

- Participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students’ progress in relation to the curriculum levels.
- Assess the achievements of students with disabilities and impairments in the context of the curriculum. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be reviewed and reported by the program support group.
- Provide all required performance data to relevant stakeholders by means of an annual report, as well as on the website and at the Annual General Meeting. St Joseph’s Catholic Primary School, Mernda “It takes the whole village to educate the child.”
- For those families requiring an interpreter, every effort will be made to ensure one will be provided.
- Samples of the student’s work (Student Portfolio) are provided to assist in the explanation of the student’s progress.
- Teachers report on the learning areas of the Victorian Curriculum Achievement Standards
- Reporting is in line with the compliance regulations of the Federal and State government requirements
- Teachers who have concerns regarding student progress are required to do one or all of the following:
  - Refer to the Student Wellbeing Support Group (see Student Wellbeing Support Group Referral Process)
  - Discuss the concern with the Principal.
  - Make an appointment to meet the student’s parent/s as soon as possible - Record minutes of the meeting with the parent/s and place a copy on the student file contained in the school administration office.
- A copy of all student reports are kept in the student file contained in the school administration office
- Parents of children who are eligible for NCCD funding are required to attend a Program Support Group meeting each term. At each PSG meeting goals are set for the student’s learning for the following term. At the PSG meeting the parents receive information on the student’s progress in relation to those goals and have the opportunity to participate in the goal setting for the following term.

REFER TO : St Joseph’s Assessment and Reporting Policy 2021

St Joseph’s Assessment Schedule 2021

St Joseph’s Assessment Cycle 2021

St Joseph’s Assessment and Reporting Expectations 2021

St Joseph’s Assessment Triangulation Tasks Document 2021

St Joseph’s Learning Areas and Indicators Document 2021

St Joseph’s Learning Profiles for Targeted Students 2021

St Joseph’s Intervention Process 2021

## **Evaluation**

This Policy is evaluated and reviewed as part of the School Improvement Plan.