

Mary Immaculate Primary School

Assessment and Reporting Policy



Mary Immaculate Primary School 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

The *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 Mary Immaculate Primary School, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at Mary Immaculate Primary School.

Assessment will be 'as', 'of' and 'for' learning and implemented by teachers to include:

- tasks as outlined in the 'Mary Immaculate Assessment Schedule' - refer attached
- recording informal observations during discussion/learning times
- other assessment tools such as pre and post topic tests, KWL charts, completion of learning activities, rubrics, checklists and annotated work samples
- formal student self-assessment including learning logs, and goal setting and reflection each term
- NAPLAN testing in Years 3 and 5 as per Australian Government regulations.

Assessment processes and data collection are ongoing and are used by teachers to:

- monitor student progress
- plan and implement differentiated teaching programs
- inform Student Data Meetings discussions/analysis with the Principal, Learning and Teaching Leader and Learning Diversity Leader in Term 1 of each year
- plan and implement Personalised Learning Plans (PLPs) for students who require intervention or extension or any other adjustments to their learning and teaching program
- inform the level of adjustment required in line with the National Consistent Collection of Data
- inform student referrals for further assessment to external services e.g. speech pathology
- inform student referrals for further internal assessments by Educational Consultant, Kerry McKay
- provide feedback to students about their learning
- report to parents (see Reporting).

Reporting

At Mary Immaculate Primary School, the nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and leaders.

Mary Immaculate Primary School 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).

Effective reporting each semester includes:

- reporting against common achievement standards as detailed in the Victorian Curriculum and in relation to what is being taught in a particular semester
- indicators of strengths and areas of future learning, based on valid and reliable assessment
- accurate and forward focused feedback to parents about their child's progress
- knowledge, skills, attitudes, social and personal development and learning dispositions
- the main outcomes from each learning area
- students' goals and reflections
- provision of written reports to parents twice a year in line with the Australian Government requirements:
 - End Semester 1 – written reports are sent home the week before Parent/Teacher Interviews, which are offered to all parents to discuss their child's progress in the context of the written report. Parents book their Parent/Teacher interview time using the online program, 'School Interviews Online' – see attached
 - End Semester 2 – written reports are sent home
 - the structure of the written reports is as determined by school-based requirements, any mandated Australian Government requirements and in line with any updates as documented in the 'Reporting Student Progress – Guidelines for Victorian Catholic Schools' (CECV)
 - the written reports contain detailed, explicit and understandable information about student achievement – refer to 'Report Writing Criteria' statement – attached
 - the 'NReports' module of NForma is used for reporting student achievement at the end of each semester
 - Student Files are maintained to include all assessment data and work samples as evidence of student achievement – see 'Student Files' statement.

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

Teachers at Mary Immaculate Primary School 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

[MACS-MIPS Assessment and Reporting Procedures](#)

[MACS-MIPS Curriculum Plan](#)

[MACS-MIPS Requirements for Curriculum Provision Assessment and Reporting](#)

[Integrated Curriculum Statement](#)

[Capabilities Statement](#)

[Design and Technology Statement](#)

[Digital Technology Statement](#)

[English Policy](#)

[Health and Physical Education Statement](#)

[Languages – Italian Statement](#)

[Mathematics Policy](#)

[Religious Education Policy](#)

[The Arts Statement](#)

[Humanities Statement](#)

[Learning Diversity Statement](#)

[Science Statement](#)

[Student Files Statement](#)

[Work Program Statement](#)

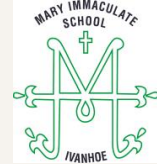
References

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

(May 2021)

Mary Immaculate Primary School

Assessment and Reporting Procedures



Mary Immaculate Primary School 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).

At Mary Immaculate Primary School, fundamental to teachers becoming responsive to individual and collective student learning needs, is the availability of detailed information about what students know and can do. Ongoing, high-quality assessment data can provide that information.

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Teachers use a variety of formal assessments to ascertain their students' current level of learning achievement as a basis for planning their ongoing learning programs and to provide our students with timely and effective feedback e.g. items on our Assessment Schedule, standardised tests e.g. PAT R/PAT M, rubrics and unit pre-tests, as well as informal assessments such as observation and quizzes. Our students are involved self-assessment as this encourages our students to reflect on and monitor their own learning, and it informs their own future learning goals.

1.2. Summative assessment

Teachers use a variety of assessments to evaluate each student's level of progress, learning achievement and skill acquisition against learning outcomes, as well as to inform the effectiveness of our learning and teaching programs. This gives teachers the information they need to make accurate, consistent judgements about a student's learning progress over time in relation to curriculum standards or other defined learning objectives, and to make adjustments to learning and teaching programs. Teachers use a variety of formal, summative assessment tools including items on our Assessment Schedule, standardised tests e.g. PAT R/PAT M, rubrics, unit post-tests and interviews. Teachers may also use informal assessments such as observation, quizzes and questioning. Summative assessment data is reported to parents formally through our reporting processes, parent/teacher conferences, PLPs and PSGs

1.3. Students with additional learning needs

Students with additional learning needs have their assessment tasks adjusted in line with their learning tasks and their Personalised Learning Plans. Students with additional learning needs may also have extra time and the support of their teacher or Learning Support Officer to complete assessment tasks so that they are able to demonstrate their learning progress and achievement.

2. Process for developing assessment tasks

Assessment tasks are continually developed to ensure that timely and reliable data is collected and analysed throughout the year. Our Assessment Schedule is reviewed annually to ensure that the content and timing of formal summative and formative assessment tasks are optimal. We implement assessment tasks that are standardised and commercially prepared, and those that are teacher-made, depending on their purpose.

3. Cycle of review of assessment practices and processes

3.1. Collection of student data – cycle, methods, storage, dissemination

Individual and collective student data is collected formally as documented in our Assessment Schedule – see Appendix 1. This data is recorded on each class' Class Data Sheet which is stored in the Classroom Data folder on the school server. This data is brought to a Class Data meeting, attended by the Principal, Learning and Teaching Leader, Learning Diversity Leader and class teacher early in Term 1, to discuss student progress and to identify students 'at risk' and who may benefit from intervention or other support. The data is entered into students' PLPs to track progress against goals and to inform future learning. Other data is collected and recorded by class teachers, including pre- and post- test results, which are used to plan learning programs, track student performance and growth, and to inform students' written reports.

3.2. Analysis and Interpretation of data

Throughout the year, regular Professional Learning Team (PLT) meetings are held which focus on student data. Led by our Learning and Teaching Leader, Literacy Leader, Mathematics Leader and/or Learning Diversity Leader, individual and collective student data is analysed and interpreted to identify both learning progress and gaps in student learning, as well to monitor improvement over time and growth across the years of school (trend data). The results of pre- and post- tests, as well as items in our annual Assessment Schedule, are compared and are used as objective data on student achievement as evidence of successful teaching. Priority is given to professional development aimed at building teachers' and leaders' data literacy skills.

4. Reporting practices

4.1. Written reports

Our written reports comply with the Legislative and Regulatory Framework requirements as well as meeting the minimum requirements of the Victorian Registration and Qualification Authority (VRQA) and the Catholic Education commission of Victoria (CECV).

Parents are provided with written reports twice a year in line with the Australian Government requirements, at the end of Semester 1 and at the end of semester 2. The structure of the written reports is as determined by school-based requirements, any mandated Australian Government requirements and in line with any updates as documented in the 'Reporting Student Progress – Guidelines for Victorian Catholic Schools' (CECV)

The written reports contain clear, detailed, explicit and personalised information about student progress and achievement in the learning areas taught and assessed in each semester. The 'NReports' module of NForma is used for reporting student achievement at the end of each semester. Student Files are maintained to include all assessment data and work samples as evidence of student achievement, as well as a copy of each student's semester Reports.

4.2. Parent/Teacher Conferences

Parent/Teacher Conferences are held at the early in Term 1 in February, to provide an opportunity for parents to formally meet their child's teacher and to discuss ways that we can work in partnership to support their child's learning.

Parent/Teacher Conferences are also held at the end of Term 2 to provide an opportunity for parents to discuss their child's learning progress and their Semester 1 Student Report.

Parent/Teacher Conferences are offered at the end of Term 4 for any parent who wishes to discuss their child's learning progress and Semester 2 Student Report.

Parents book their Parent/Teacher Conference time using the online program, 'School Interviews Online', following the instructions in the notification sent to parents, enabling them to choose a time that best suits their individual needs and commitments.

Parents of students with additional learning needs, are able to request a longer P/T conference, in order to discuss their child's learning progress and their PLP.

5. Participation in national testing programs - NAPLAN

Mary Immaculate Primary School participates in the annual NAPLAN testing program. Data from the NAPLAN tests is analysed at PLTs to interpret and track student performance, growth and trends over time. Parents are sent their child's individual NAPLAN report as soon as it becomes available to the school. Parents of students whose NAPLAN results differ significantly from school-based assessments, are contacted prior to their NAPLAN report being sent home, to discuss the possible reasons for such discrepancies.

(June 2021)