

Assessment and Reporting Procedures

This Policy has been approved by the MACS Board for application in each MACS Catholic School.

Christ the Priest Catholic 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).

As a Catholic primary school, Christ the Priest is unequivocal in its commitment to foster the dignity, self-esteem and integrity of children by providing them with a safe, supportive and enriching school environment, in which they are able to develop spiritually, physically, intellectually, emotionally and socially.

Vision

Inspiring learners to grow, learn and succeed in a dynamic Catholic community.

This section sets out the steps that are taken at Christ the Priest Catholic Primary School to adhere to the rules of the policy and achieve the policy purpose.

At Christ the Priest Catholic Primary School the following practices and processes are undertaken:

1. Methods used to assessment student learning progress and achievement
 - 1.1 Formative assessment – Pre/Post texts, Work Samples, Observations, Learning Conversations, peer assessments, personal and group inquiries are used as opportunities for ongoing assessment. These are recorded and monitored using data spreadsheets, rubrics, checklists and teacher anecdotal notes.
 - 1.2 Summative assessment – Refer to Assessment Schedule for formal assessments administered.
 - 1.3 Students with additional learning needs - Refer to Assessment Schedule for targeted assessment used to address students with additional needs. Further assessments are administered when students are referred to a specialist to assess specific developmental needs – Refer to NCCD data. Learning goals and evaluations recorded in Personalised Learning Plans (PLP)
2. Process for developing assessment tasks – Assessment tasks are formulated using the Victorian Curriculum standards during facilitated planning sessions.
3. Cycle of review of assessment practices and processes
 - 3.1 Student data – Student data is reviewed in an ongoing manner within and at the conclusion of a learning sequence. Data is triangulated using formative and summative assessments to formulate judgments when completing written reports in June and December to the Victorian Curriculum Standards.
 - 3.2 Identification of data
 - 3.3 Collection of data – cycle, methods, storage, dissemination
 - 3.4 Analysis of data – Whole school trends are established and represented in Annual Action Plan Goals. Ongoing data is analysed to identify effectiveness of learning programs and strategies implemented
 - 3.5 Interpretation of data - Whole school and Grade level data is interpreted and used to guide planning in an ongoing and flexible manner. Curriculum leaders facilitate the planning sessions and specific focus areas presented in data sets during Professional Learning Team meetings
 - 3.6 Use of data to inform teaching and assessment practices – Facilitated planning by Curriculum Leaders allows for regular use of data to inform direction for teaching learning regularly.
4. Reporting practices
 - 4.1 Formative assessment - Pre/Post texts, Work Samples, Observations, Learning Conversations, peer assessments, personal and group inquiries are used as opportunities for ongoing assessment. These are recorded and monitored using data spreadsheets, rubrics, checklists and teacher anecdotal notes. This data is used to direct and adjust teaching and learning to cater for student learning needs.
 - 4.2 Summative assessment – See Assessment Schedule 2021
 - 4.3 Written reports - Formal Reports are written in June and December based on the Victorian Curriculum and including the EAL Curriculum for English as an additional Language learner when relevant
 - 4.4 Student/Teacher/Parent conferences - Conferences are held twice a Year in Terms 2 and 4
 - 4.5 Students with additional learning needs
5. Students with additional needs
 - 5.1 Personalised Learning Plans – PLP's are written each Term and evaluated at the end of each Term and goals evaluated and renewed. Ongoing meetings with parents are held to report on progress and support goal setting.
 - 5.2 NCCD data is collected and used to establish Intervention programs and students requiring these. Learning Diversity Leaders coordinate the collection, analysis and communication of this data to appropriate stakeholders.
6. Participation in national testing programs such as NAPLAN, PISA