

Assessment and Reporting Policy

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.

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 Christ the Priest Catholic Primary School, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at Christ the Priest Catholic Primary School.

Summative Assessment is used to evaluate student learning at the end of an instructional unit or semester in relation to the standards of the Victorian Curriculum.



The Assessment Schedule (CtP) 2021 is used for universal assessments and for targeted assessments. This targets Literacy and Mathematics Assessment from Foundation to Year Six.

NAPLAN is undertaken for Year 3 and 5 students.

Formative Assessment is used to monitor student learning, to provide ongoing feedback and to improve learning and teaching practices and student outcomes.

Ongoing Assessment – Pre and post assessments are used at the beginning and end of units of work. These assessments help to direct and navigate learning sequences and to evaluate their effectiveness on student outcomes.

Reporting

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

Christ the Priest Catholic 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).

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

Teachers at Christ the Priest Catholic 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

- Assessment Schedule
- Reporting Requirements by Domain
- Reporting Expectations
- Student led conversations – Student/Parent/Teacher meeting
- PLP Evaluation
- June and December Formal Reports

External References

- CECV 2021 Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools
- VCAA 2018 VCE VET Program Guide 2018