

St Mary's School

Assessment and Reporting Policy



St Mary's 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), 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 Mary's School, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at St Mary's School.

Assessment is the process of gathering and interpreting data about student learning performance against state-wide standards in order to establish open communication, guide student learning, set individualised goals for learning, identify the areas of exemplary performance as well as areas in need of support and assistance.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment for learning – when teachers use student data to inform their teaching.
- Assessment as learning – when students reflect on and monitor their own progress.
- Assessment of learning – when teachers use evidence of student learning to make judgements on student achievement against state-wide goals and standards.

The school maintains an up-to-date Data Plan, providing educators with a comprehensive and appropriate timeline for the collection, collation and analysis of student data for both summative and formative purposes. School structures are in place for the collection, collation and analysis of student data to inform and monitor learning, to make judgements about student progress and to inform future curriculum design.

To ensure student data is collected, collated and analysed with validity, reliability and fairness, assessment practices at St Mary's School are aligned across all classes, from Foundation to Year 6. Staff in charge of administering standardised tests are provided with the necessary professional learning and authorised training.

Reporting

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

Reporting is the process by which assessment information that has been gathered by teachers is communicated to families in order to:

- affirm student achievement
- indicate progress that the student has made over a period of time, usually a semester
- show how the student is progressing in relation to the expected standards for the given year level
- suggest future learning goals for students, teachers and parents to collectively work towards to promote student growth.

St Mary's School complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. 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).

Reporting at St Mary's School consists of three important elements:

- Student Progress Reports are provided twice annually; at the conclusion of Semester 1 (June) and Semester 2 (June). The Student Report contains a graded mark, using a five-point scale, against Victorian Curriculum standards for specific learning areas as well as a rubric that shows effort and behaviour.
- Student Seesaw Journals are regularly updated throughout each semester; providing teacher comments and work samples describing the progress and achievement for learning areas covered.
- Learning Conversations are formally scheduled twice annually and are held early in Term 1 and Term 3. Teachers also meet with parents throughout the year to celebrate successes or to share concerns. Parents are also welcome to make contact with the class teachers throughout the year if they wish to discuss student progress further.

For students with disabilities or students with specific learning difficulties, teachers meet with parents at appropriate intervals to discuss and review the Personalised Learning Plan and programs that are in place.

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

Teachers at St Mary's 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.

The school maintains an accurate Data Plan and Reporting Schedule, outlining the specific assessments to administer and the learning areas to be reported on, in line with the school's Curriculum Plan and VCCA reporting requirements.

The school has a consistent and aligned approach to recording student data, maintaining accurate records by year level cohorts and individual student files. Once collated, student data is analysed to inform school leaders and teachers about the progress of individual students and the effectiveness of school programs. Student data is also analysed to identify the learning pathways for individual students and year level cohorts. School leaders and teachers also use the student data collated to identify and articulate the strengths and future needs in our curriculum delivery. Programs are then reviewed and modified accordingly.

Gathering and collating student data in line with the school's assessment processes enables school leaders and teachers to identify students who require intensive or strategic enhancement strategies and support, as well as, providing teachers with specific information to plan for core, tier 1 instruction.

The school's assessment and reporting practices are reviewed regularly and supporting documents are updated periodically. Catalysts for review include:

- new developments in assessment and reporting and/or educational research
- directions or guidelines from regulatory bodies
- school curriculum arrangements/changes
- changes to staffing
- and scheduled review.

This Policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

Related policies and documents

- Requirements for curriculum provision, assessment and reporting to parents/guardians
- Assessment and Reporting Procedures
- Curriculum Plan Policy
- Policies for each learning area of the school's curriculum
- Learning Diversity Policy
- Professional Learning Policy
- Staff Handbook and associated supporting documentation on the collection, collation and analysis of student data e.g. Data Plan, SeeSaw Schedules and Reporting Schedule

References

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

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