

St Joseph's Primary

Assessment and Reporting Policy



St Joseph's 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).

Assessment and Reporting is an integral part of teaching and learning. As a high-performing school, St Joseph's Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

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 Joseph's, teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching approach at St Joseph's.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used (See St Joseph's Assessment Schedules). A number of summative assessments are conducted in February and November each year. After the assessment schedule has been implemented in February, staff are provided with time to collate and analyse data. Staff meet in December to analyse the growth and progress of students. An additional meeting is scheduled for the formal 'handover' of students to the following years' teacher. At the meeting the data is presented on a spreadsheet and identifies students who are operating at, above and below the Victorian Curriculum standards. Student data is uploaded annually to SREAMS. Throughout the school year, classroom teachers utilize a number of formative assessments to inform teaching practice.

Reporting

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

St Joseph's 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 St Joseph's 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 utilises an electronic student assessment tracking, analysis and reporting tool known as SREAMS which is used to track all student growth and has the capacity to produce detailed reports which can identify cohort and individualised growth.

Related policies and documents

Collection Note Policy
Curriculum Time Allocations
Digital Technologies Policy
English Policy
Homework Policy
Learning Diversity Policy
Mathematics Policy
Pastoral Care Policy
Religious Education Policy
St Joseph's Assessment Schedule
Student Wellbeing Policy
Teaching and Learning Statement
Victorian Curriculum Policy

References

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

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