

St. Patrick's 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

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

Reporting

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

St. Patrick's 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 St. Patrick's 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.

Implementation at St Patrick's school

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed in the Victorian Curriculum.
- Assessments require a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.

- Teachers will follow the assessment schedule, which includes Literacy and Numeracy Assessments and evidence for reporting requirements for parents.
- All results from formal assessments will be kept in the nAssessment component of nForma. This includes PAT Data, Fountas and Pinnell Reading Records, Astronaut Test, Burt Reading, ROL, South Australian Spelling. The results will be entered by class teachers. The Learning and Teaching Leader will create the necessary tables and allocate the testing cycle to class teachers. The Learning and Teaching Leader will be responsible for maintaining the assessment entry and ensuring data has been entered.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum standards across the school.
- The data will also be used by the Student Learning Team to plan at risk high and low students in intervention.
- Staff will participate in moderation and professional development sessions involving assessment maps and annotated work samples so that they can apply consistent judgements of students progress against the Victorian Curriculum standards across the school
- Our school will progressively develop individual learning plans for students with special needs. These plans will be developed in consultation with students, parents where appropriate, with others with specific expertise.
- Self-assessment by students against individual learning goals will be a feature of our assessment regime.
- Student portfolios will have samples of student work that have been matched to the student outcomes for each level. Refer to Student Portfolio Protocols.

Related policies and documents

References

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

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