

Assessment and Reporting Procedures

Holy Cross 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), 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.

Assessment and Reporting on student progress is an important element of the learning and teaching process. Reporting is provided to a number of stakeholders, including parents, students, Melbourne Archdiocese Schools (MACS), Department of Education and other outside agencies such as the care and medical teams, secondary schools and other invested parties.

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

1. Methods used to assess student learning progress and achievement

- 1.1. Formative assessment (including standardised assessments (e.g., Fountas & Pinnell), Teacher developed assessment tasks, student-teacher conferencing/coaching and teacher observational data, Essential Maths Assessments)
- 1.2. Summative assessment (including NAPLAN, PAT assessments)
- 1.3. Students with additional learning needs specifically developed assessment protocols

2. Process for developing assessment tasks

- 2.1. Pre & post-assessment tasks developed collaboratively within Level teams supported by relevant leadership members. Assessments will be derived from student progress connected with the attainment of the mandated Victorian Curriculum outcomes.
- 2.2. Cycle of review of assessment practices and processes

3. Student data

- 3.1. Identification of data
- 3.2. Collection of data – cycle, methods, storage, dissemination
- 3.3. Analysis of data
- 3.4. Data is collected and analysed in planning meetings. Data is collated on a data wall to track student growth.
- 3.5. Interpretation of data
- 3.6. Use of data to inform teaching and assessment practices
- 3.7. Data is used to group students for focussed teaching sessions

4. Reporting practices

- 4.1. Formative assessment (including student learning journals, e-learning journals and digital assessment tools)
 - 4.1.1. A digital Student portfolio (samples of the student's work) is provided to assist in the explanation of the student's progress.
- 4.2. Summative assessment
- 4.3. Written reports
 - 4.3.1. A written school report on student progress is provided to parents/guardians twice each year; at the end of Semester 1 and the end of Semester 2. Formal reports will contain a very clear 5 point scale showing student achievement.
 - 4.3.2. Teachers report to parents using the key learning areas and capabilities of the The Victorian Curriculum F-10
 - 4.3.3. A copy of all student reports are kept in the student file contained in the school administration office
- 4.4. Student/teacher/parent conferences (3-way conferences)
 - 4.4.1. Parent Teacher Introductory interviews at the beginning of each school year. This provides an opportunity for the parents to discuss with the class teacher information related to their child which may impact on their child's learning
 - 4.4.2. Parent Teacher Interviews are held mid-year. The mid-year school report is discussed with parents at this interview. Samples of the student's work (Student Portfolio) are provided to assist in the explanation of the student's progress.
 - 4.4.3. For those families requiring an interpreter, every effort will be made to ensure one will be provided
- 4.5. Students with additional learning needs (PSG meetings – generally once a term)
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- 4.7. Learning Area expos and displays. Parents and students can view the students' achievements in the form of displays and presentations conducted by students.

5. Personalised Learning Plans

- 5.1. NCCD data

- 5.1.1. Parents/guardians of children who require a Personalised Learning Plan and who are eligible for Nationally Consistent Collection of Data (NCCD) funding, parents of students who meet the criteria New Arrivals students, and parents of students who have specific learning needs, are required to attend a Program Support Group (PSG) meeting each term. At each PSG meeting goals are set for the student’s learning for the following term. At the PSG meeting the parents/guardians receive information on the student’s progress in relation to those goals, and have the opportunity to participate in the goal setting for the following term
- 5.1.2. Teachers of any special programs e.g. Literacy Intervention will provide a report to parents/guardians as required
- 5.2. School Referral Team assessment meetings
- 5.2.1. Teachers who have concerns regarding student progress are required to do one or all of the following:
- Refer to the Student Support Group (SSG, consisting of the Principal, Learning Diversity Leader and Wellbeing Leader). The purpose of the SSG group is to discuss student needs in consultation with the referring teacher and plan a course of action.
 - Discuss the concern with the Principal
 - Make an appointment to meet the student’s parents/guardians as soon as possible
 - Record minutes of the meeting with the parent/guardian and place a copy on the student file contained in the school administration office
- 5.3. Relevant assessments from external agencies & consultants
6. Participation in national testing programs such as NAPLAN
- 6.1. Parents will receive a copy of the report generated as a result of participation in National Testing (NAPLAN)
7. Participation in state or other standardised assessment protocols (PAT testing, Fountas & Pinnell) (PSG meetings – generally once a term)
8. Reporting to the school community.
- 8.1. Each year a report to the School Community is prepared by the Principal in consultation with the Leadership Team of the School. This report is to include information about the following:
- a description and analysis of student learning outcomes achieved by the school’s students in Statewide tests and examinations in which the school participates for the current year; and if the school has been established for more than two years, the previous two years; and
 - a description and analysis of the rates of student attendance for the year; and a report of the school’s financial activities; and
 - copies of any other reports that the school is required to prepare for the school community under any funding agreements with the State or the Commonwealth.