

# Catholic Regional College St Albans

## Assessment and Reporting Procedures



Catholic Regional College St Albans 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).

This section sets out the steps that are taken at Catholic Regional College St Albans to adhere to the Assessment and Reporting Policy.

## Catholic Regional College St Albans Assessment and Reporting Procedures

	School procedures
<b>1. Methods used to assess student learning progress and achievement</b>	
1.1 Formative assessment	<i>Formative assessment is integrated with the teaching and learning process. It is all the assessments made by teachers, learners and peers that provide information about learner progress and is used by teachers to inform adjustments to the learning program to better meet the learner's needs.</i>
1.2 Summative assessment	<p><i>Summative assessment is used at the end of a unit of work or learning activity to determine learner achievement against achievement standards at a point in time.</i></p> <p><i>Summative assessment can be used formatively to inform planning of the next steps for a whole group or individual learning program.</i></p> <p><i>Feedback on summative tasks is provided within two weeks from the date of completion.</i></p>
1.3 Students with additional learning needs	<i>Curriculum and assessment are differentiated according to the needs of the students. Assessments can be differentiated by process,</i>

	<p><i>product or environment using a range of accommodations.</i></p>
<p><b>2. Process for developing assessment tasks</b></p>	<p><i>Assessment tasks are developed with the curriculum and learner in mind. Assessment tasks can take on many formats including tests, presentations, projects, performances and practical work.</i></p> <p><i>Purposeful Teaching Teams (PTTs) work collaboratively to determine key stages of learning in a unit of work. Using this PTTs develop relevant formative tasks which are integrated within the teaching and learning process.</i></p> <p><i>PTTs work collaboratively to develop summative assessment tasks which are fair, valid and authentic, provide choice and allow students to demonstrate their progress.</i></p> <p><i>Teachers work in collaboration with the Learning Diversity team to make accommodations for students with additional needs in both curriculum and assessments.</i></p> <p><i>Rubrics are created to align with the Victorian Curriculum standards and provide students with feedback.</i></p> <p><i>Through PTTs, marking schemes and moderation processes are used to ensure consistency in the grading of summative assessment tasks.</i></p>
<p><b>3. Cycle of review and assessment practices</b></p>	
<p>3.1 Student data</p>	<p><i>A range of data is used to measure and help learners to advance in their learning and wellbeing outcomes.</i></p> <p><i>Most data is collected by teachers as part of their day-to-day practice through</i></p>

	<p><i>questioning, observation, discussion, tests, and projects.</i></p> <p><b>Sources of data include:</b></p> <ul style="list-style-type: none"> <li>● <b>Formative and Summative Assessments</b></li> <li>● <b>PAT Reading and Maths</b></li> <li>● <b>NAPLAN</b></li> <li>● <b>PIVOT - student feedback data</b></li> <li>● <b>Resilience Youth Surveys</b></li> <li>● <b>MACSSIS data</b></li> <li>● <b>Targeted assessment data such as YARC, CELF screener</b></li> </ul>
<p>3.2 Identification of data</p>	<p><i>Standardised assessment data, pre and post data and student work samples are used to measure student growth, set targets and improve learning outcomes of all students.</i></p> <p><i>Universal tests are used to identify specific, targeted screening tools for students.</i></p> <p><i>Students are tracked along their learning continuum using tools such as SREAMS, OARS, Pearson Diagnostic.</i></p>
<p>3.3 Collection of data (cycle, methods, storage)</p>	<p><i>PAT Reading and Maths Tests (adaptive) are completed annually in late Oct</i></p> <p><i>Pre and Post Tests/Assessments are completed prior to commencing and at the completion of units of study.</i></p> <p><i>Formative and summative assessment data is uploaded onto the Learning Management System, SIMON.</i></p> <p><i>PAT and NAPLAN data are uploaded onto SIMON and/or</i></p>

	<p><b>ACER Online Assessment and Reporting (OARS) platform.</b></p>
<p>3.4 Analysis of data</p>	<p><b><i>Gathering, analysing, interpreting and using data to inform practice and help students to grow in their learning is an ongoing process.</i></b></p> <p><b><i>The analysis of data occurs at the cohort, class and individual student level.</i></b></p> <p><b><i>Agency in learning is strengthened by encouraging learners to analyse their assessment results, reflect on learning and use feedback/ feed forward processes to set goals.</i></b></p> <p><b><i>Monitoring schoolwide evidence of student learning takes place through the Leadership Team, Learning and Teaching Executive, Purposeful Teaching Teams and Student Wellbeing and Learning Teams.</i></b></p> <p><b><i>The Learning and Teaching Executive along with the English and Maths Learning Area Leaders and consultants lead the analysis of NAPLAN data to determine the level of growth, knowledge gaps or misconceptions/misunderstandings and identify areas for development in numeracy and literacy.</i></b></p>
<p>3.5 Interpretation of data</p>	<p><b><i>With students and student learning at the centre, teachers work collaboratively to interpret formal and informal data using the following questions from Timperley's Spiral of Inquiry:</i></b></p> <p><b><i>What's going on for our learners?</i></b></p> <p><b><i>How do we know? and</i></b></p> <p><b><i>Why does this matter?</i></b></p>

<p>3.6 Use of data to inform teaching and assessment practices</p>	<p><i>Data helps teachers to know and understand how their learners are performing and effectively plan learning and teaching activities.</i></p> <p><i>The PTTs use the Spiral of Inquiry to plan, implement and review learning and assessment practices using data gathered through pre and post, formative and summative assessments and standardised tests.</i></p>
<p><b>4. Reporting practices</b></p>	
<p>4.1 Formative assessment</p>	<p><i>Informal feedback is provided through comments on work, conferences with students as well as peer and self-assessment procedures.</i></p>
<p>4.2 Summative assessment</p>	<p><i>Rubrics for summative assessment tasks are developed and made accessible to students and parents through the Learning Management System</i></p> <p><i>Students complete self-reflections based on teacher feedback using metacognitive processes to identify future learning opportunities.</i></p>
<p>4.3 Written reports</p>	<p><i>Reports summarise the learning that has taken place and where a student is on a learning continuum at the end of each semester. This is based on balanced judgements made as a result of evidence gathered during the semester.</i></p> <p><i>An interim report is provided for all students after the first 10 weeks of the academic year to indicate the level of progress, effort and work habits.</i></p> <p><i>The level of achievement of students is tracked by teachers against the Victorian Curriculum Standards and RE Standards.</i></p>

	<p><i>Reports outline a student’s level of achievement and areas for growth for the student, family and teachers, within the school, at Sydenham or at other schools. They are completed on the Learning Management System and consist of three key sections - Progress against the Standards, Work Habits and Areas for improvement.</i></p>
4.4 Student/teacher/parent conferences	<p><i>Conferences take place twice a year, at the end of term one and early term three. The conferences are student-led and emphasise the important partnership between teacher, student and family to support and celebrate the student’s achievements. The student is provided with the opportunity to share their work, reflection on learning and growth and articulate both their learning and wellbeing goals and strategies to achieve these.</i></p>
4.5 Students with additional learning needs	<p><i>Reports are completed in conjunction with a student’s Personal Learning Plan.</i></p> <p><i>A modified report reflects the learning goals set at Pupil Support Group (PSG) meetings.</i></p> <p><i>The Learning Diversity Team communicates reporting requirements to respective teachers following the PSG decisions.</i></p>
<b>5. Students with additional learning needs</b>	
5.1 Personalised Learning Plans	<p><i>Personalised learning plans (PLPs) are developed in Term 1, informed by PSGs and a range of assessments.</i></p> <p><i>PLPs are reviewed each semester with the student and family.</i></p>

	<p><i>PLPs inform accommodations of curriculum and assessment.</i></p> <p><i>PLPs are uploaded onto SIMON, the LMS.</i></p>
5.2 NCCD data	<p><i>Collection of NCCD data is in line with Disability Standards in Education.</i></p> <p><i>NCCD data is collected in an ongoing manner to align with the NCCD period from August to August.</i></p> <p><i>The Learning Diversity Team takes responsibility to gather data in order to identify needs, consult with family and students, plan accommodations and review the learning plans and accommodations.</i></p> <p><i>Accommodations are recorded in PLPs, student adjustment forms and summative assessments.</i></p> <p><i>All NCCD data is stored on the College Intranet.</i></p>
6. Participation in national testing programs such as NAPLAN, PISA	<p><i>Students in Years 7 and 9 complete the national testing program in numeracy and literacy, NAPLAN.</i></p> <p><i>When invited to do so, students have participated in assessment for TIMSS and PISA</i></p>
7. Senior secondary assessment and reporting policies, procedures and practices	<p><i>Students completing accelerated learning at CRC Sydenham are assessed by the senior college according to their assessment and reporting policies, procedures and practices.</i></p> <p><i>Currently, no senior secondary curriculum is offered on site.</i></p>

*Reference*

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-data.aspx>

*Related Policies*

Assessment and Reporting Policy

Purposeful Teaching Teams Policy