

Catholic Regional College Melton

Assessment and Reporting Procedures



Catholic Regional College Melton 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.

This section sets out the steps that are taken at Catholic Regional College Melton 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 is used within the classroom to assess students current progress towards a learning outcome.
 - 1.2. Summative assessment is used at the end of a topic or unit to identify the progress made by the learner. This can be a range of formats eg test, research investigation, practical report.
 - 1.3. Students with additional learning needs are provided with a range of ways to assess achievement. This may include alternate presentation formats, adjustments (eg scribe, separate room, extra time), modifications and Personalised Learning Plans (PLPs).
2. Process for developing assessment tasks. Teachers work collaboratively to plan and develop relevant quantitative and qualitative assessment tasks that allow identification of student progress. Rubrics, criteria and marking guidelines are used in the development of the tasks.
3. Cycle of review of assessment practices and processes
 - 3.1. Student data is used to guide the learning occurring for the class cohort and for individual students allowing personalised learning.
 - 3.2. Identification of data occurs at the commencement of each semester.
 - 3.3. Collection of data. In conjunction with NAPLAN testing in Years 7 and 9, students in Years 7-10 undergo PAT Testing in Reading and Mathematics at the beginning of each year. Students in Year 7 also undergo PAT Testing in Term 4 to assess progress across the year. Data is collected on assessment tasks and is used to identify academic award winners. Data is stored safely via the school IT storage system. Student NAPLAN and PAT data is uploaded into SIMON and Student Performance Analyser for teachers to access and plan their Victorian Curriculum, meeting the needs of the learner.
 - 3.4. Analysis of VCE data occurs with Leadership, VCE Coordinator, Domain Leaders, Pathways Coordinator and individual VCE teachers. Analysis of VCAL data occurs with Leadership, VCAL Coordinator and Pathways Coordinator. PAT data is analysed by the Deputy Principal, Literacy Coordinator, relevant Domain Leaders and teachers. NAPLAN data is analysed by Leadership and relevant Domain Leaders and MACS regional leaders.
 - 3.5. Interpretation of data occurs at Leadership and with the relevant Domain or Learning Leader and is supported by MACs regional leaders. Interpretation is used to drive improvement and change.
 - 3.6. Data is reviewed and interpreted regularly to inform teaching and assessment practices across all year levels and pathway programs.
4. Reporting practices

- 4.1. Formative assessment provides feedback to students and may appear in class tasks in SIMON for parent/guardian access via PAM.
 - 4.2. Summative assessment is recorded by the relevant teacher within SIMON- Learning Areas. This provides real time reporting. Students and parent/guardians have access to the results through SIMON and PAM.
 - 4.3. Interim reports are released in Term 1 and 3 prior to student/teacher/parent conferences indicating progress and reflecting on work habits. Semester reports are released at the end of each semester. Parents are notified and have access to the electronic reports through PAM, the Parent Access Module in SIMON. Hard copies are available upon request.
 - 4.4. Student/teacher/parent conferences are held in Term 1 and 3. For Year 12 VCE and VCAL student/teacher/parent conferences are also held in Term 2 to assess progress.
 - 4.5. Students with additional learning needs are part of the parent/student/group (PSGs) meetings held each term. Progress is discussed with the Learning Diversity Leader and teachers provide feedback on progress. Where a PLP is in place, the goals and progress towards the goals are discussed.
 - 4.6. Students with additional needs are considered with the relevant adjustments made. Learning Diversity Leaders, Year Level Co-ordinators, Domain Leaders and/or Counsellors help to advise the Deputy Principal Learning and Teaching on suitable reporting practices.
5. Personalised Learning Plans
 - 5.1. NCCD data drives the determination for Personalised Learning Plans (PLPs).
 - 5.2. Participation in national testing programs such as NAPLAN, PISA is encouraged through dialogue and discussion with the Learning Diversity Leaders. However, parents/guardians will make the final decision on participation.
6. Senior secondary assessment and reporting policies, procedures and practices are followed as per the Victorian Curriculum and Assessment Authority (VCAA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines and policies for VCE and VCAL.

Approved by Catholic Regional College Melton Leadership Team April 2021 (Next review: April 2022)