



Purpose

Carlo Acutis 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).

Assessment and reporting on student progress is an important element of the learning and teaching process. Reporting information may be provided to stakeholders, including parents, students, Melbourne Archdiocese Schools (MACS) and other outside agencies such as those providing health and other professional services to MACS in line with the Privacy Policy.

Policy

At Carlo Acutis Catholic Primary School, teachers will assess and monitor student growth, learning progress and achievement against the achievement standards within the approved curriculum framework and within the learning and teaching program at Carlo Acutis Catholic Primary School.

The nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

Carlo Acutis Catholic Primary School complies with the Australian Government's reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student who is enrolled at the school each year. 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 Guidelines for Victorian Catholic Schools](#).

Review of assessment and reporting practices – use of student learning data

Teachers at Carlo Acutis Catholic Primary School document the processes they use to review assessment and reporting practices. This information includes the ways in which data about student learning progress from various sources is analysed to improve student growth and learning progress and guide learning and teaching programs.

Procedures

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 to assess achievement against the Vic Curriculum achievement standards
- 1.3. Standardised testing assessment (including NAPLAN, PAT Reading and PAT maths)
- 1.4. Students with additional learning needs specifically developed assessment protocols

2. Process for developing assessment tasks

- 2.1. Pre and post-assessment tasks developed collaboratively within year level teams supported by relevant leadership members. Assessments will be derived from student progress connected with the attainment of the mandated Victorian Curriculum outcomes.

3. Cycle of review of assessment practices and processes

- 3.1. Student data
- 3.2. Identification of data

- 3.3. Collection of data – cycle, methods, storage, dissemination
- 3.4. Analysis of data
 - 3.4.1. 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
 - 3.6.1. Data is used to group students for focused 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
- 5. Written reports**
 - 5.1. 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 clear 5 point scale showing student achievement.
 - 5.2. Teachers report to parents using the key learning areas and capabilities of the Victorian Curriculum F-10
 - 5.3. A copy of all student reports are kept in the student file contained in the school administration office
- 6. Student/teacher/parent conferences (Three-way conferences)**
 - 6.1. Learning Conversations are held 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
 - 6.2. Parent Teacher Interviews are held following the release of the mid-year school report, which 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.
 - 6.3. For those families requiring an interpreter, every effort will be made to ensure one will be provided
- 7. Students with additional learning needs**
 - 7.1. PSG meetings – generally once a term or minimum before each reporting period
 - 7.2. Personalised Learning Plans
 - 7.2.1. 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 can participate in the goal setting for the following term
 - 7.2.2. Teachers of any special programs e.g. Literacy Intervention will provide a report to parents/guardians as required
 - 7.2.3. 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
- 7.3. Relevant assessments from external agencies & consultants
- 8. Nationally Consistent Collection of Data (NCCD)**
- 8.1. Participation in national testing programs such as NAPLAN
- 8.2. Parents will receive a copy of the report generated as a result of participation in National Testing (*NAPLAN*)
- 9. Participation in state or other standardised assessment protocols**
- 9.1. PAT testing
- 9.2. Fountas & Pinnell
- 10. Reporting to the school community.**
- 10.1. 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:
- 10.1.1. 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
- 10.1.2. a description and analysis of the rates of student attendance for the year; and a report of the school's financial activities; and
- 10.1.3. 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.

Related policies and documents

Resources (external to MACS)

CECV. [Reporting Student Progress and Achievement. 2023 Revised Guidelines for Victorian Catholic Schools.](#)

Policy information table

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