



HOLY NAME PRIMARY SCHOOL

ASSESSMENT AND REPORTING POLICY

Holy Name 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.

PRINCIPLES UNDERPINNING OUR ASSESSMENT AND REPORTING

Horizons of Hope identifies the following principles for assessment for MACS Catholic 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 whilst 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 programs, 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 VCE, 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 **Holy Name Primary School** teachers assess and monitor student growth, learning progress and achievement against the curriculum standards and within the learning and teaching program at **Holy Name Primary School**.

Reporting

At **Holy Name Primary School** the nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

Holy Name Primary School complies with the Commonwealth 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 Victoria (CECV) document, [Reporting Student Progress and Achievement – 2019 Revised Guidelines for Victorian Catholic Schools](#). (The Guidelines).

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

Teachers at **Holy Name 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, learning progress and to guide learning and teaching programs.

Related policies and documents

*Learning Diversity, Curriculum, Professional Learning
Staff Handbook*

EXTERNAL REFERENCES

CECV. 2019. [Reporting student progress and achievement – 2019 Revised guidelines for Victorian Catholic schools](#)

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