



Assessment and Reporting Procedures Years F – 6



1. Introduction

St. Monica's Primary School, Moonee Ponds 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).

2. Purpose

This procedure supports MACS schools to:

- develop and implement their school practices to meet all relevant regulatory and legislative requirements as they relate to the assessment and reporting of student progress and achievement, with evidence of documentation, and
- ensure that in meeting these requirements, schools are faithful to the vision and purpose of the *MACS 2030* strategic plan.

3. Scope

These procedures for assessment and reporting against the designated curricula – Victorian Curriculum F–10 and the Religious Education Curriculum for Melbourne Archdiocese Catholic Schools and apply to:

- school leaders
- teachers, and
- staff with responsibility for assessing and reporting on student progress and achievement.

4. Assessment

The principal is responsible for ensuring that the following procedures relating to assessment are implemented.

The following approaches are used to design and map assessment tasks against the designated curricula. This is to ensure that the assessments are linked to and will accurately measure student knowledge, understanding and skills.

4.1. Process for designing assessment tasks

Our structured process for assessment design and mapping ensures that the assessment tasks demonstrate alignment with the Victorian Curriculum achievement standards, and that there is consistency in assessment across all learning areas and year level(s). This also supports the continuum of learning set out by the Victorian Curriculum.

- Staff working collaboratively in teaching teams to design assessments that:
 - demonstrate alignment with the curriculum achievement standards
 - reflect the learning program and learning objectives
 - are explicit and clarify what students need to know, understand and be able to do as a result of the learning program
 - support teachers to make informed judgements

4.2. Assessment practices and tools

We use a range of evidence-based assessment practices and tools that are fair, equitable and transparent, to accurately monitor and assess student learning growth and achievement. These include:

- common assessment tasks across all relevant learning areas and year levels, which reflect uniform high expectations for all learners
- detailed rubrics, or other evidence-based assessment tools, and clear assessment criteria, to:
 - help students understand what is expected of them
 - ensure that all students are being assessed against the same standards
 - provide opportunity and scope for students to demonstrate above year-level and well above year-level standards
 - provide timely and targeted feedback to students relative to their needs, in order to support their ongoing learning growth and achievement
- a considered and appropriate approach to assessment moderation, using a consistent understanding and application of teacher judgements to build a framework of performance-level descriptors (i.e. through sharing annotated work samples)
- timely and actionable feedback required to progress student learning growth and achievement

4.3. Assessment techniques, methods and types

A range of evidence-based assessment techniques, methods and types are used to enable:

- students to have appropriate opportunities to demonstrate their learning growth and achievement
- teachers to gather data on student understanding and knowledge, skills and performance
- continuous and ongoing monitoring, assessment and recording of student growth and achievement against the curriculum achievement standards
- student learning needs to be identified, as well as actions planned and implemented to improve student learning outcomes
- learning and teaching programs and teaching practices to be evaluated and strengthened to achieve excellence in education.

The following assessment techniques, methods and types are used.

Formative assessments (for learning)

We use formative assessments to monitor and assess student learning, check for understanding, provide a continuous, timely and targeted feedback loop, and provide teachers with an accurate snapshot of student learning so that they may adjust their teaching plan accordingly, including:

pre- and post-testing of units, daily or regular reviews, rehearsing information, quizzes, class discussions, teacher observations, self-assessments and peer assessments involving students evaluating their own or each other's work, fostering self-reflection and collaborative learning

Summative assessments (of learning)

We use a range of summative assessments to evaluate student learning at the end of an instructional period, including:

standardised testing, for example: assessment tasks, online tests, portfolios, projects and presentations and performance-based assessments that require students to demonstrate their knowledge, understanding and skills through practical tasks, such as presentations or experiments

Screening and diagnostic assessments

We use a range of screening and diagnostic assessment tools to help identify where a student is at in their learning and identify their existing knowledge and skills. These tools also assist teachers to choose targeted teaching practices and calibrate the delivery of units of work.

These include:

- school testing: Student Wellbeing Survey, ACER Wellbeing Survey, DIBELS®, Year 1 Phonics Check, PAT- Reading, PAT - Reading Adaptive, PAT-Spelling, PAT-Vocabulary Skills, SA Spelling, Writing Moderation, English Pre & Post Assessments, PAT – Mathematics, PAT - Mathematics Adaptive, Maths Online Interview, Maths Moderation, LFIN, Maths Pre & Post Assessments, checklists, assessment grids and rubrics for Religious Education, Science and Humanities and Specialist classes
- national testing: National Assessment Program – Literacy and Numeracy (NAPLAN) at Year 3 and Year 5, noting that parents will receive a copy of the report generated as a result of participation in NAPLAN

4.4. Assessment schedule

We develop an annual Assessment Schedule which incorporates the MACS assessment schedule detailing all expected assessments the school is required to undertake. This schedule can be accessed by students and parents upon request.

4.5. Assessment of students with diverse learning needs

We use the Multi-tiered System of Supports (MTSS) framework to ensure every student receives the appropriate level of support, instruction and adjustments in order to be successful in their learning.

Tier 1: Universal quality instruction for all

Screening, assessment, and academic and pro-social supports (quality differentiated teaching practice) are provided to all students.

Tier 2: Targeted support

Students requiring more explicit and targeted support are assessed using targeted assessments and are provided with evidence-based supports in addition to tier 1 support.

Tier 3: Intensive support

Specialised assessments and individualised, targeted intervention are provided to students requiring intensive support, in addition to tier 1 and tier 2 support.

Within the MTSS framework, we also consider the needs of:

- Gifted and talented students
- Students who are learning English as an additional language or dialect (EAL/D)
- Students with imputed needs.

Classroom Teachers work in year level teams and are supported by Curriculum Leaders and Learning Diversity Leaders to review student work samples and assessments. For students identified as requiring additional support, a referral is made to the Director of Diversity who is trained in administering Tier 2 assessments.

4.6. Assessment data

We collect and collate assessment data to assist with capturing and identifying:

- indicators of impact and evidence of improvement
- trends and strengths
- areas for further improvement.

4.7. Data collection and storage

We use the following methods of assessment data collection and storage:

Classroom Teachers work in year level teams and are supported by Curriculum Leaders and Learning Diversity Leaders to create, administer and review student work samples and assessments. The results are entered into school-based digital platforms on the shared drive and are reviewed during Professional Learning Committee meetings, Curriculum-led Staff Meetings and Pupil Free Days with a Teaching and Learning focus.

4.8. Analysis and interpretation of student assessment data

We analyse and interpret student assessment data to continually evaluate the impact of teaching on student learning for the purposes of:

- informing and strengthening teaching practices to better meet the needs of all students
- diagnosing student learning needs and opportunities for further growth, such as targeted interventions, adjustments to instructional strategies and/or differentiation of instruction based on assessment data
- identifying professional learning needs for teachers.

We use the following approaches to analyse and interpret student assessment data:

- Curriculum Leaders work in consultation with other members of the leadership team and classroom teachers to review the assessment schedule annually and set the direction for the next school year
- The planning cycle begins with pre assessment data, anecdotal notes, formative and summative assessments and classroom observation.
- Teachers analyse the data to inform the teaching and learning that will take place linked with the Victorian Curriculum
- Teachers begin with assessing students and gathering information regarding their knowledge specifically focusing on what the students can do and areas for future growth
- Teachers develop a sequence of lessons, learning intentions and success criteria, checklists and rubrics planning for explicit teaching and opportunities for students to practice skills taught and new knowledge acquired independently
- Feedback practices are also embedded through review of the lesson, peer to peer and teacher to peer

4.9. Nationally Consistent Collection of Data (NCCD)

We meet our regulatory requirements relating to documenting and collating assessment data for students with diverse learning needs using the following approaches:

- Development and regular review of goals outlined in Personalised Learning Plans
- Curriculum assessments, individual student work samples, checklists and assessment grid
- Tier 2 and Tier 3 assessments
- Reports prepared by Allied Health Specialists

4.10. Review of assessment practices

We continually review our assessment practices by:

- the appropriateness, timing and frequency of the school's assessment practices
- the school's assessment techniques, types, methods and tools
- opportunities for feedback and engaging in dialogue on student progress and achievement (parents/ teachers/ students)

4.11. Professional learning about assessment

We are committed to ensuring that our school leaders, teachers and staff with responsibility for assessment and reporting participate in ongoing professional learning related to assessment, to ensure that they are equipped to implement fair, equitable and transparent student assessments.

Professional learning is provided through the following opportunities:

Staff are provided with opportunities to participate in ongoing professional learning related to assessment design and mapping, evidence-based assessment practices and tools, assessment methods, and assessment recording, data analysis and review, such as in-school PL; PL offered and/or sponsored by MACS; PL delivered by the VCAA; PL offered by external parties.

5. Use of emerging technologies

When using emerging technologies (such as artificial intelligence (AI), or adaptive learning platforms to generate ideas, enrich and provide assessment exemplars, we will ensure that:

- Tools and services used offer Enterprise Data Protection. This includes *Elastik* which is used for the purpose of supporting Writing moderation
- Any teacher use of AI in assessment enhances clarity, accuracy, and personalisation without compromising the integrity of student learning experience, student progress data or the essential human role in interpreting and communicating learning outcomes

6. Reporting

The principal is responsible for ensuring that the following procedures relating to reporting are implemented.

We adhere to the Victorian Catholic Education Authority (VCEA) *Reporting Student Progress and Achievement Revised Guidelines for Victorian Catholic Schools* to ensure that we meet the minimum requirements for reporting on student progress and achievement against the Victorian Curriculum F–10 and the Religious Education Curriculum for Melbourne Archdiocese Catholic Schools.

6.1. Reporting requirements

We report formally and accurately to parents on student progress and achievement for each student enrolled at the school by:

- issuing individualised written reports (digital or print) outlining both student progress and achievement to parents at least twice per school year, scheduled in the first half of the year and in the second half of the year
- issuing a report to more than one parent at each reporting cycle, where family circumstances make this appropriate
- providing access to digital written reports via nForma
- providing the opportunity for parents (students optional) to meet with teachers to discuss the content of the report. Reports issued in the second half of the year should be timed to provide the opportunity for parents to discuss, before the school closes
- understanding the needs of our community and families and ensuring that the reports are accessible, understandable and easy to use to meet the needs of our community and families by:
 - providing access to interpreting services for parents who require assistance in understanding their child's achievement and progress
 - translating the report into braille or a language other than English

- reporting against the achievement standards stipulated in the relevant learning areas using a five-point scale to show student achievement and growth.

6.2. Modified reporting

At our school, students with diverse learning needs access and participate in the Victorian curriculum.

In line with regulatory, legislative and system reporting requirements, we work in partnership with students and parents through the Program Support Group (PSG) to determine appropriate reporting for students with a PLP.

In rare circumstances, a modified report to reflect progress and achievement in relation to the student's individualised program may be most appropriate, regardless of their year level.

We only issue a modified report for students with diverse learning needs (i.e. students requiring adjustments and/ or students with disability) with the endorsement of the principal, following consultation with the parents and/or student as appropriate.

6.3. Special circumstances reporting

Special circumstances reporting may be employed at our school in the following instances:

- exemption from a curriculum area (applicable only for students with a disability or new arrivals participating in intervention literacy or intensive English instead of a curriculum area during a reporting period)
- late enrolment
- school refusal/extensive periods of absence
- serious illness

When using special circumstances reporting for prolonged student absences during a semester due to school refusal and serious illness our school will:

- consult with the student, parents, and teachers to address the absence and lack of engagement with the curriculum (as per the Responding to Student Absence: Process for MACS schools)
- establish or engage with the student via an absence of learning plan during the reporting period where appropriate
- engage with the Student Engagement unit for extended prolonged absences.

For all special circumstances reporting:

- judgements must still be recorded
- record the previous judgement for each specific learning area and specify the reason for special circumstances reporting, i.e. *school refusal*.
- issue a full report with an attached cover letter explaining the circumstances under which no progress is shown in some, or all, curriculum areas.

6.4. Reviewing reporting practices

We continually review our reporting practices by:

- the appropriateness, timing and frequency of the school's reporting practices
- accessibility of the reporting practices for the needs of the school community
- the types, methods and formatting of the reports (including their layout and design) for the needs of the school community

- opportunities for feedback and engaging in dialogue on student progress and achievement (parents/ teachers/ students)

6.5. Retention of records

In accordance with legislative and regulatory requirements, records of individual student assessment and achievement, including school reports, are:

- retained permanently for students of indigenous origin or in out-of-home care
- destroyed 75 years from date of birth for other students.

6.6. Reporting about school performance

We monitor and report to the school community on our performance at least once a year by:

- Producing and publishing an Annual Report to the School Community, which can be accessed on school website and includes:
 - a description and analysis of student learning outcomes achieved by the school's students in statewide tests, national testing programs and examinations in which the school participates such as NAPLAN and ACER PAT Testing
 - (i) the current year; and
 - (ii) if the school has been established for more than 2 years, the previous 2 years; and
 - a description and analysis of rates of student attendance for the year, and
 - a report of the school's financial activities; and
 - copies of any other reports the school is required to prepare for the school community under any funding agreements with the state or federal governments.

6.7. Professional learning to support reporting practices

Our school is committed to ensuring that our school leaders, teachers and staff with responsibility for assessment and reporting participate in ongoing professional learning related to reporting, provided through the following opportunities:

Staff are provided with school-based opportunities to participate in ongoing professional learning related to reporting practices and professional development opportunities offered through MACS Network meeting and training offered through external providers.

7. Related policies and documents

Related MACS policies and documents

Curriculum, Assessment and Reporting Policy for MACS Schools
 Religious Education Curriculum for Melbourne Archdiocese Catholic Schools
 Responding to Student Absences Process for MACS schools
 Vision for Instruction
 Vision for Engagement

Resources

Victorian Catholic Education Authority (VCEA) [Reporting Student Progress and Achievement Guidelines](#) (*school log in required*)
 Victorian Curriculum and Assessment Authority (VCAA) [F–10 Revised Curriculum Planning and Reporting Guidelines](#) (general advice only)
 Victorian Registration and Qualifications Authority (VRQA) Guidelines to the Minimum Standards and Requirements for School Registration

Policy information table

Approving authority	Director, Education Excellence
Approval date	11 November 2025
Review by	November 2029
Publication details	CEVN, school use
School document owner	Principal – St. Monica's Primary School, Moonee Ponds
School reviewed on	December 2025