Procedures

Assessment

- Assessment is integrated into learning activities of all students and therefore ongoing and not episodic.
- Assessment assists in monitoring student progress and in extending learning within individual lessons and over time.
- Formative and summative assessment tasks are varied to meet different student needs and engagement with criteria that have clear links to the learning goals and curriculum standards.
- Pre and post testing is critical in measuring student progress and modifying student tasks.
- Assessment criteria and rubric are provided for students to assist in understanding requirements and different levels of achievement.
- Assessment tasks reflect developmentally appropriate curriculum and learning consistent with diocesan and government requirements, the local context and the individual needs of students.
- Students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.
- Teaching teams regularly moderate specific assessment tasks and provide marked examples of level of achievement as part of the school's data collection.
- Assessment data is analysed in team and staff meetings to inform the evaluation and subsequent modification of teaching and learning strategies for individual and groups of students.
- The school implements an assessment schedule for analysing data using standardised testing.
- Anecdotal records, observations and annotated student work samples are part of assessment data.
- Cumulative records are kept in the school assessment data online module for each student in all learning areas.

Data analysis

- Data analysis considers demographic, operational, wellbeing and student outcome data as well as observation and perceptions. It includes surveys such as SIF survey, The Characteristics of a Highly Effective Catholic School (CHECS) survey and Enhancing Catholic School Identity (ESCI) and school-developed survey instruments that assess wellbeing, student engagement and teacher practice.
- The school Improvement handbook outlines the basis for selecting data sets to be analysed and monitored for whole school and individual student progress.
- All teachers participate in regular team meetings to analyse student assessment data and engage in moderation of assessment tasks.
- Analysis of Year 12 data such as VCE subjects' scores and student achievement, destination and pathways data is conducted at the beginning of each year.
- All staff are engaged in the analysis process and other data such as school assessment data, moderated assessment, on-track data and NAPLAN are used in conjunction to assist in defining specific strategies for whole and individual subject/student improvement (Year 7-12).
- Teacher Assessment of Student Achievement (TASA) scores are analysed and monitored against other data such as NAPLAN.
- Student data is tracked and monitored by school leadership team, staff and teaching teams.
- Data is recorded according to the school data schedule.
- School, diocesan and government data requirements are implemented and utilised to improve student outcomes.

Reporting

- Formal and informal reporting is implemented to assist parents and students to gain a common understanding regarding levels of achievement for learning outcomes in all areas of the curriculum.
- Reporting modes include: formal reports, communication diaries, teacher-student-parent conferences and annotated student work samples.
- Student learning goals, work samples, moderation, formal testing and anecdotal records will assist teachers in providing formal and informal reporting.
- Formal reporting to parents is conducted twice per year (which includes a five point scale for student achievement) and will be consistent with diocesan and government requirements.
- Parents will be provided with a formal report in the nine learning areas and four capabilities twice a year.
- Three-way conferences are conducted at least twice per year.
- Student diaries and the school online student-learning portal will assist in engaging parents in student learning.
- Parents, if there is a concern, can contact the relevant teacher to set an informal meeting time regarding their child's progress.