

TRINITY CATHOLIC PRIMARY SCHOOL

Part 3: Curriculum and Student Learning

Policy: **3.3 Monitoring and reporting on performance**



Gospel Values

At Trinity Catholic Primary School we strive to promote the Gospel values of: fairness, equal rights, dignity, responsibility and faith, hope & love.

Standard

The Victorian Registration Standards (CECV Guidelines ref 3.3) require that the school must:

- Ensure that there is on-going assessment, monitoring and recording of each student's performance at the school;
- Provide each student and parent with access to accurate information about the student's performance at the school; and
- Include at least two written reports to parents each year.

Evidence

The Commonwealth Government Student Reporting Requirements state that student performance:

- Be provided to the parent/guardian of each student;
- Be readily understandable to the parents/guardians;
- Be given to each parent/guardian at least twice a year; and
- For a student who is in any of years F to 10:
 - Give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:
 - Against any available national standards;
 - Relative to the performance of the student's peer group; and
 - Reported on a 5 point scale for each subject studied, clearly defined against specific learning standards.

Assessment and Reporting Procedures

Our assessment and reporting policies and procedures are designed to allow monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.

School Reports are sent home to parents twice a year. Student Digital Portfolios, that capture on-going evidence of student learning, including learning intentions and success criteria statements in accordance with Victorian Curriculum standards are updated regularly and available for viewing on an ongoing basis. Parents are offered the opportunity to discuss their child's progress twice a year at a Family Learning Conversation.

Purpose

The purpose of Assessment and Reporting is to:

- Improve student learning outcomes;
- Develop in students a positive attitude to learning;
- Motivate students to reach their potential in a wide range of fields and activities;
- Assess whether the learning experiences are suited to the needs, experiences and interests of all students;
- Provide parents with information on student progress or performance; and
- Provide feedback to teachers on the impact of their teaching.

Implementation

Assessment:

- Is on-going and provides a cumulative record of student progress;
- Is an integral part of the planning, teaching and learning cycle;
- Assists in the diagnosis of students' strengths, areas to target intervention and learning foci;
- Allows for individual differences and different learning styles;
- Encourages students to be reflective about their own learning and actively involved in the process;
- Is used to monitor the effectiveness of the teaching and learning;
- Utilizes a wide variety of techniques that are appropriate to the task and the needs of the learners;
- Is both formal and informal;
- Is Formative so that the data can be used for planning future learning;
- Is Diagnostic so that data can be used for identifying specific strengths and weaknesses, prior understanding and attitudes;
- Is Summative so that the overall achievements of each student can be recorded systematically and used for reporting purposes;
- Is Criterion referenced so that student work is compared with a set of pre-determined criteria;
- Includes Learning Intentions, Success Criteria and Feedback to encourage student self-assessment and monitoring of their learning; and
- Is used in conjunction with Student Digital Portfolios so that samples of work provide evidence of a student's growth and learning achievements over time.

Reporting:

- Provides a clear concise statement of student learning referencing The Victorian Curriculum learning standards and outcomes;
- Facilitates regular communication of progress between parents, students and teachers;
- Is a legal document;
- Provides direction for future learning;
- Uses language that is meaningful to students, parents and educators;
- Occurs on a formal basis incorporating digital portfolios, formal meetings, as needed (eg: PSGs, requested meetings), family learning conferences, written reports twice yearly; and
- Occurs on an informal basis such as brief meetings involving the parent(s), teacher, student, principal or any combination of these.

Reports and Portfolios

Reports are sent home twice a year through Hapara. Student Digital Portfolios are accessible at any stage throughout the year.

Family Learning Conferences:

- Term 1 –MAI & BAS data, student learning goals and Student Classroom Tour of their Learning to Learn focus; and
- Term 3 – nForma Report, Student Portfolio, Mathematics & BAS data, student learning goals for Semester Two.

Contents of Digital Portfolios:

- Letter to parents;
- Statement regarding The Victorian Curriculum;
- Samples of learning reflecting what your child has learnt throughout the Semester. Corrected and annotated against The Victorian Curriculum learning outcomes;
- Evidence of Student learning including the following;
 - **Date, Term/Semester and Year**
 - **The Victorian Curriculum**
 - **The Victorian Curriculum - Learning outcome** (*refer to elaboration if you need to*)
 - **Learning Intention and Success criteria**
 - **A-E Scoring (5 point scale)** – *refer to progression point in nForma.*

Trinity's Assessment and Reporting procedures are reviewed at Leadership and Staff meetings each term throughout the school year.

Link

1. Meeting schedules and agendas

<https://drive.google.com/drive/folders/1t830sahZ-P5RFWQeU-ibLH4XhsV1nwfd>

2. Report writing guidelines and level expectations

<https://drive.google.com/drive/folders/10ipRirXTy9NyUcKBqhtQQGzYYREX-JV5>

Appendix

1. Trinity School Report

2. Hapara – Student Digital Portfolio

Ratification

This policy was ratified by the staff of Trinity in 2019 and will be reviewed on an annual basis or when the need arises.