

MacKillop College

Assessment and Reporting Procedures



MacKillop College 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).

This section sets out the steps that are taken at MacKillop College to adhere to the Assessment and Reporting Policy.

MacKillop College Assessment and Reporting Procedures

	School procedures
1. Methods used to assess student learning progress and achievement	
1.1 Formative assessment	Staff are able to adopt a number of approaches to formative assessments. Depending on the Learning Area and teaching team involved, these assessments e.g. pre-tests are able to be tailored to the students. Formative assessment of student progress and achievement usually involves verbal, and, at times, written communication delivered in situ. Such feedback is reflective of what the student has achieved and potential areas of improvement.
1.2 Summative assessment	Staff are able to adopt a number of approaches to summative assessments. Depending on the Learning Area and teaching team involved, these assessments are tailored to the students determined by the expected curricula. Summative assessment of student progress and achievement are more involve written, and, at times, verbal communication, delivered in a timely manner. Such assessment feedback is reflective of the learning activities set and its connectedness to the curriculum. Many of these assessments are reported on via SEQTA's Marks Book inclusive of a marking scheme, sometimes a rubric and feedback on both achievement and areas of improvement. This gets released to students and parents/carers simultaneously.
1.3 Students with additional learning needs	Students with additional learning needs are catered for through learning tasks that are adjusted to meet the students where they are at with their learning. These are designed and structured to enable the students to work towards the learning goals established in the student's Individualised Learning Plan (ILP)

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2. Process for developing assessment tasks	Staff adopt a collaborative approach to the construction of assessment tasks. Teaching teams review and amend assessment items with the current student cohort in mind. Assessment tasks, and their marking, are discussed, drafted and approved by the teaching team under Learning Leader guidance.												
3. Cycle of review and assessment practices													
3.1 Student data	All student data regarding assessment and reporting is stored on the College intranet system SEQTA. Aspects of the collected student data is available to parents/carers and the students themselves via SEQTA Learn and SEQTA Engage.												
3.2 Identification of data	<p>Access to individual NAPLAN, PAT, assessment task results and feedback available on SEQTA.</p> <p>Access to collective NAPLAN, PAT, assessment task results available on SEQTA</p> <p>SEQTA Analyse has the capacity to tailor reports as required, for example collated results in all assessment tasks per year level and per subject.</p>												
3.3 Collection of data (cycle, methods, storage)	<p>A range of formal assessments are used by the College to gather data to assist student learning</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Test</th> <th>Timing</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>PAT-Reading PAT-Mathematics</td> <td>August the year prior to commencement at the College</td> </tr> <tr> <td>Year 7</td> <td>NAPLAN online (Reading, Writing, Punctuation and Grammar, Numeracy) On-demand testing</td> <td>May As required</td> </tr> <tr> <td>Year 8</td> <td>PAT-Reading PAT-Mathematics On-demand testing</td> <td>February/March As required</td> </tr> </tbody> </table>	Year Level	Test	Timing	Grade 6	PAT-Reading PAT-Mathematics	August the year prior to commencement at the College	Year 7	NAPLAN online (Reading, Writing, Punctuation and Grammar, Numeracy) On-demand testing	May As required	Year 8	PAT-Reading PAT-Mathematics On-demand testing	February/March As required
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Grade 6	PAT-Reading PAT-Mathematics	August the year prior to commencement at the College											
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Year 8	PAT-Reading PAT-Mathematics On-demand testing	February/March As required											

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	Year 9	NAPLAN online (Reading, Writing, Punctuation and Grammar, Numeracy On-demand testing	May As required
	Year 10	PAT-Reading PAT- Mathematics On-demand testing	February/March As required
	<p>A range of assessment tools are used by the Learning Diversity Team to gather further data on students identified as requiring targeted assistance. These assessment tools include screening tests and simple diagnostic tests. When used, the data gathered through these tools is shared with parents/guardians as well as the teachers working with the student.</p> <p>The data gathered is stored in a variety of portals including the Acer PAT website, the NAPLAN Data centre and the College Learning Management System (LMS) SEQTA. Ultimately, all data will be available via SEQTA to allow for greater access by teaching staff.</p>		
3.4	Analysis of data	Data is carefully analysed and used by teachers to develop learning and teaching programs that cater for individual students.	
3.5	Interpretation of data	Great care is taken when interpreting student data. The College has a Position of Leadership (Data Informed Practice) devoted to working with staff in reading and interpreting their data sets.	
3.6	Use of data to inform teaching and assessment practices	<p>Data is used to inform learning and teaching programs across the College. Similarly, assessment data is gathered and reported to parents/guardians when/where appropriate.</p> <p>Teacher are encouraged, wherever possible to use data to inform their practise.</p>	
4. Reporting practices			
4.1	Formative assessment	Formative assessment is reflective of the learning activities set and its connectedness to the curriculum. These	

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	assessments inform student learning and summative assessments in that they form a large part of informative feedback whether verbalised or written.
4.2 Summative assessment	Summative assessments reflect the learning activities set and its connectedness to the curriculum. These items are reported on via SEQTA's Marks Book feature with feedback for both achievement and areas of improvement being released to students and parents/guardians simultaneously.
4.3 Written reports	Mackillop College employs the use of SEQTA for the population and construction of their reports. Teachers are able to report on an ongoing basis throughout the semester. Reports are collated and proofread before being released to parents. Student assessments are graded in SEQTA's Marks Book feature with results, rubric completion (if applicable), and feedback being released to students and parents/carers simultaneously.
4.4 Student/teacher/parent conferences	Student Progress Interviews occur at the College three times each year. These interviews are three-way conversations between student, teacher and parent/guardian with the intention that this is a positive way to improve student outcomes.
4.5 Students with additional learning needs	<p>Where possible students with additional learning needs are identified at enrolment. A 'Disability Induction Interview' is held with relevant care givers to ensure that the College is in the best position possible to assist all students who enrol at the College.</p> <p>Further information is gathered via our transition program and information sharing with our Primary feeder schools.</p> <p>Where appropriate students are assigned a member of the Learning Diversity Team to act as their case manager and advocate. This person generally becomes the parent/guardians 'go to person' in regard to any issues they might experience while at the College.</p> <p>Personalised Learning Plans are developed for students as a way of ensuring that the students learning needs are accommodated. All teachers working with a student contribute to these plans.</p>

5. Students with additional learning needs

	School procedures
5.1 Personalised Learning Plans	<p>As a means of assisting students with additional needs the College utilises a range of different plans and tools to record data and guide teachers when working with these students. Personalised Learning plans are generally stored in SEQTA and various forms based on the needs of students. Our current Personalised Learning Plans include:</p> <ul style="list-style-type: none"> • General Personalised Learning Plan • Literacy Plan • Numeracy Plan • EAL/D Plan • Behaviour Support Plan • Julian Tenison Woods Plan • Medical Plan • Asthma Plan • Anaphylaxis Plan
5.2 NCCD data	<p>All teaching staff are asked to contribute to the College's NCCD data. Teachers are asked to record any adjustments on SEQTA via an NCCD note. These notes are organised into four categories (Cognitive, Physical, Social/emotional, Sensory).</p> <p>Further data is also collected via our Personalised Learning Plans which require staff to include the adjustments they make for individual students in the classroom.</p> <p>All data is stored via SEQTA</p>
6. Participation in national testing programs such as NAPLAN, PISA	As mandated all MacKillop College students participate in the NAPLAN and PISA programs.
7. Senior secondary assessment and reporting policies, procedures and practices	Teachers at MacKillop College follow the guidelines set by the Victorian Curriculum and Assessment Authority (VCAA) established in their handbook or online. VCE, VPC and VET assessment task reports are developed in SEQTA Marks Book and teachers report on assessments in an ongoing basis throughout the semester. Summative reports are written against respective outcomes, goals or competencies and attitudinal indicators about learning. They are then collated and proofread before being released to parents/carers at the end of each semester.