

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), 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.

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 tasks are able to be tailored to the students. Assessment of student progress and achievement can involve verbal and written communication, delivered in a timely manner. Feedback is reflective of the learning activities set and its connectedness to the curriculum. These items may be reported on SEQTA's Marks Book feature with feedback for both achievement and areas of improvement being released to students and parents/guardians simultaneously.

Summative assessment

Staff are able to adopt a number of approaches to summative assessments. Depending on the Learning Area and teaching team involved, these tasks are able to be tailored to the students. Assessment of student progress and achievement can involve verbal and written communication, delivered in a timely manner. Feedback is reflective of 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.

1.2. Students with additional learning needs

Students with additional learning needs are catered for through modified learning tasks. These are designed and structured according to the learning goals established in the student's Individualised Learning Plan.

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 of assessment practices and processes

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/guardians and the students themselves via SEQTA Learn and SEQTA Engage.

3.2. Collection of data – cycle, methods, storage, dissemination

A range of formal assessments are used by the College to gather data to assist student learning.

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
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

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.

The data gathered is stored in a variety of portals including the Acer PAT website, the NAPLAN Data centre and the College intranet SEQTA. Ultimately, all data will be available via SEQTA to allow for greater access by teaching staff.

3.3. Analysis of data

Data is carefully analysed and used by teachers to develop teaching and learning programs that cater for individual students.

3.4. Interpretation of data

Great care is taken when interpreting student data. The College has a Position of Leadership (Data Analysis Leader) devoted to working with teaching staff in reading and interpreting their data sets.

3.5. Use of data to inform teaching and assessment practices

Data is used to inform teaching and learning programs across the College. Similarly, assessment data is gathered and reported to parents/guardians when/where appropriate.

Teacher are encouraged, wherever possible to use data to inform their practise.

4. Reporting practices

4.1. Formative assessment

Formative assessment is reflective of the learning activities set and its connectedness to the curriculum. These items may be reported on SEQTA's Marks Book feature with feedback for both achievement and areas of improvement being released to students and parents/guardians simultaneously.

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. Staff 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 using SEQTA's Marks Book feature with feedback being released to students and parents 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

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.

Further information is gathered via our extensive transition program and information sharing with our Primary feeder schools.

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.

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.

4.6. Students with additional needs

Where a student has an additional need/s other than a learning issue, the same process as outlined in 4.5 is adhered to.

5. Personalised Learning Plans

As a means of assisting students with addition 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:

- *General Personalised Learning Plan*
- *Literacy Plan*
- *Numeracy Plan*

- *EAL/D Plan*
- *Behaviour Support Plan*
- *Julian Tenison Woods Plan*
- *Medical Plan*
- *Asthma Plan*
- *Anaphylaxis Plan*

5.1. NCCD data

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).

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.

All data is stored via SEQTA

5.2. Participation in national testing programs such as NAPLAN, PISA

As mandated all MacKillop College students participate in the NAPLAN and PISA programs.

6. Senior secondary assessment and reporting policies, procedures and practices

Staff at MacKillop College follow the guidelines set by the Victorian Curriculum and Assessment Authority (VCAA) established in their handbook. VCE and VCAL reports are developed through SEQTA and staff 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 using SEQTA's Marks Book feature, with feedback being released to students and parents simultaneously.