

Resurrection Catholic Primary School 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 Resurrection Catholic Primary School to adhere to the Assessment and Reporting Policy.

## Resurrection Catholic Primary School Assessment and Reporting Procedures

	School procedures
<b>1. Methods used to assess student learning progress and achievement</b>	
1.1 Formative assessment	<p><i>Creation and following of data plan</i></p> <p><i>Anecdotal and observational notes</i></p> <p><i>Pre assessment testing (select subjects)</i></p>
1.2 Summative assessment	<p><i>Post testing in subject areas</i></p> <p><i>Assessment rubrics at the competition of content (select subjects)</i></p>
1.3 Students with additional learning needs	<p><i>PLP adjustments</i></p> <p><i>Adjustments on planner</i></p>
<b>2. Process for developing assessment tasks</b>	<p><i>Annual review of data plan</i></p> <p><i>Creation through consultation with curriculum leaders and teams</i></p>
<b>3. Cycle of review and assessment practices</b>	
3.1 Student data	<p><i>Year prior via handover</i></p> <p><i>Beginning of the year through Parent Conversations</i></p>

	<p><i>Weekly through Professional Practice time</i></p> <p><i>Ongoing through continuous tracking</i></p> <p><i>Cyclically through moderation</i></p>
3.2 Identification of data	<i>As per the school's annual data plan</i>
3.3 Collection of data (cycle, methods, storage)	<i>Class spreadsheets are created annually and shared on the drive with historical data from previous testing</i>
3.4 Analysis of data	<p><i>Professional Practice</i></p> <p><i>Moderation x 4 terms</i></p> <p><i>Staff meetings</i></p>
3.5 Interpretation of data	<p><i>Professional Practice</i></p> <p><i>Moderation x 4 terms</i></p>
3.6 Use of data to inform teaching and assessment practices	<i>Professional Practice</i>
<b>4. Reporting practices</b>	
4.1 Formative assessment	<i>Pre assessment</i>
4.2 Summative assessment	<p><i>Post assessment</i></p> <p><i>Cyclical testing as per the data plan</i></p> <p><i>Rubrics of achievement for inquiry &amp; RE</i></p> <p><i>Moderation (termly)</i></p>
4.3 Written reports	<i>Formal written reports are sent home both physically and digitally in June and December each year.</i>
4.4 Student/teacher/parent conferences	<p><i>The following meetings are held</i></p> <ol style="list-style-type: none"> <li><i>1. Initial parent information exchanges in early Term One</i></li> <li><i>2. Early Term Two and late Term Four parent teacher learning</i></li> </ol>

	<i>conversation are held to discuss reports and future learning</i>
4.5 Students with additional learning needs	<i>PSGs are held at a rate of frequency reflecting their NCCD funding type. Most are each term. They are face to face meetings between the Learning Diversity Leader,</i>
<b>5. Students with additional learning needs</b>	
5.1 Personalised Learning Plans	<i>Developed termly in consultation with the Learning Diversity Leader, teacher and parents. These are developed in part through regular PSG meetings.</i>
5.2 NCCD data	<i>Moderation of exemplars are used</i>  <i>Weekly work programs inform NCCD data collection</i>
<b>6. Participation in national testing programs such as NAPLAN, PISA</b>	<i>NAPLAN is participated in annually</i>  <i>All relevant protocols and practices are adhered to.</i>  <i>Exemptions are actively sought for students who are eligible.</i>
<b>7. Senior secondary assessment and reporting policies, procedures and practices</b>	<i>N/A</i>