



1. Introduction

Padua College operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

2. Purpose

This procedure supports the school to:

- develop and implement school practices to meet all relevant regulatory and legislative requirements as they relate to the assessment and reporting of student progress and achievement, with evidence of documentation, and
- ensure that in meeting these requirements, the school is faithful to the vision and purpose of the MACS 2030 strategic plan.

3. Scope

These procedures apply in Years 7–10 for assessment and reporting against the designated curricula – Victorian Curriculum F–10 and the Religious Education Curriculum for the Archdiocese of Melbourne. They apply to:

- school leaders
- teachers, and
- staff with responsibility for assessing and reporting on student progress and achievement.

4. Assessment

The principal is responsible for ensuring that the following procedures relating to assessment are implemented.

4.1. Assessment

We use the following approaches to design and map assessment against the designated curricula. This is to ensure that the assessments are linked to and will accurately measure student knowledge, understanding and skills.

Process for designing assessment tasks

A structured process for assessment design and mapping ensures that the assessment tasks demonstrate alignment with the Victorian Curriculum achievement standards, and that there is consistency in assessment across all learning areas and year level(s). This also supports the continuum of learning set out by the Victorian Curriculum.

The learning area staff work collaboratively in teaching teams to design, create and share authentic, fit for purpose assessments that:

- demonstrate alignment with the curriculum achievement standards
- reflect the learning program and learning objectives
- are explicit and clarify what students need to know, understand and be able to do as a result of the learning program
- support teachers to make informed judgements.

Assessment practices and tools

A range of evidence-based assessment practices and tools are used that are fair, equitable and transparent, to accurately monitor and assess student learning growth and achievement. These include:

- common assessment tasks across all relevant learning areas and year levels, which reflect uniform high expectations for all learners
- detailed rubrics, or other evidence-based assessment tools, and clear assessment criteria, to:
 - help students understand what is expected of them
 - ensure that all students are being assessed against the same standards
 - provide opportunity and scope for students to demonstrate above year-level and well above year-level standards
 - provide timely and targeted feedback to students relative to their needs, in order to support their ongoing learning growth and achievement
 - a considered and appropriate approach to assessment moderation, using a consistent understanding and application of teacher judgements via a common understanding of performance-level descriptors (i.e. through sharing annotated work samples)
 - timely and actionable feedback required to progress student learning growth and achievement.

4.2. Assessment techniques, methods and types

We use a range of evidence-based assessment techniques, methods and types to enable:

- students to have appropriate opportunities to demonstrate their learning growth and achievement
- teachers to gather data on student understanding and knowledge, skills and performance
- continuous and ongoing monitoring, assessment and recording of student growth and achievement against the curriculum achievement standards
- student learning needs to be identified, as well as actions planned and implemented to improve student learning outcomes
- learning and teaching programs and teaching practices to be evaluated and strengthened to achieve excellence in education.

The following assessment techniques, methods and types are used across classrooms:

Formative assessments (for learning)

Formative assessments are used to monitor and assess student learning, check for understanding, provide a continuous, timely and targeted feedback loop, and provide teachers with an accurate snapshot of student learning so that they may adjust their teaching plan accordingly, including:

Formative assessments may include pre- and post-testing of units, daily or regular reviews, rehearsing information, quizzes, class discussions, teacher observations, self-assessments and peer assessments involving students evaluating their own or each other's work, fostering self-reflection and collaborative learning.

Summative assessments (of learning)

A range of summative assessments are used to evaluate student learning at the end of an instructional period, including:

Summative assessments may include any standardised testing (including MACS expected assessments, PAT M and PAT R) for example: tests, portfolios, projects and presentations, examinations and performance-based assessments that require students to demonstrate their knowledge, understanding and skills through practical tasks, such as presentations or experiments.

Screening and diagnostic assessments

A range of screening and diagnostic assessment tools help to identify where students are in their learning and identify their existing knowledge and skills. These tools also assist teachers to choose targeted teaching practices and calibrate the delivery of units of work.

These include:

- school testing such as Allwell testing and Acer testing
- national testing such as National Assessment Program – Literacy and Numeracy (NAPLAN) at Year 7 and Year 9, noting that parents will receive a copy of the report generated because of participation in NAPLAN
- international testing such as Acer Pisa Testing

4.3. Assessment schedule

An annual assessment schedule is developed which incorporates the MACS assessment schedule detailing all expected assessments the school is required to undertake. This schedule can be accessed by students and parents via Simon.

4.4. Assessment of students with diverse learning needs

The multi-tiered systems of support (MTSS) framework is used to ensure every student receives the appropriate level of support, instruction and adjustments in order to be successful in their learning.

Table 1: Multi-tiered systems of support

Multi-tiered systems of support
Tier 1: Universal quality instruction for all Screening, assessment, and academic and pro-social supports (quality teaching practice) are provided to all students.
Tier 2: Targeted support Students requiring more explicit and targeted support are assessed using targeted assessments and are provided with evidence-based supports in addition to tier 1 support.
Tier 3: Intensive support Specialised assessments and individualised, targeted intervention are provided to students requiring intensive support, in addition to tier 1 and tier 2 support.

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Within the MTSS framework, we also consider the needs of:

- Gifted and talented students
- Students who are learning English as an additional language or dialect (EAL/D)
- Students with imputed needs.

4.5. Assessment data

We collect and collate assessment data to assist with capturing and identifying:

- indicators of impact and evidence of improvement
- trends and strengths
- areas for further improvement.

Data collection and storage

Data collection and storage processes are set out in our Privacy Policy.

Analysis and interpretation of student assessment data

Analysis and interpretation of student assessment data allows Staff to continually evaluate the impact of teaching on student learning for the purposes of:

- informing and strengthening teaching practices to better meet the needs of all students
- diagnosing student learning needs and opportunities for further growth, such as targeted interventions, adjustments to instructional strategies and/ or differentiation of instruction based on assessment data
- identifying professional learning needs for teachers.

National Consistent Collection of Data (NCCD) data collection

Regulatory requirements relating to documenting and collating assessment data for students with diverse learning needs are met through Learning Enhancement assessments and personalised learning plans.

4.6. Review of assessment practices

Continuous review of assessment practices occurs regularly.

4.7. Professional learning on assessment

The school is committed to ensuring that school leaders, teachers and staff with responsibility for assessment and reporting, participate in ongoing professional learning related to assessment, to ensure that they are equipped to implement fair, equitable and transparent student assessments.

Professional learning is provided through the following opportunities:

- in-school PL
- PL offered and/or sponsored by MACS
- PL delivered by the VCAA
- PL offered by external parties.

4.8. Use of emerging technologies

When using emerging technologies (such as artificial intelligence (AI), or adaptive learning platforms to generate ideas, enrich and provide assessment exemplars, we will ensure that:

- Tools and services used offer Enterprise Data Protection. These include [list tools and services used] used for the purpose of [describe how the tools and services are used]
- Any teacher use of AI in assessment enhances clarity, accuracy, and personalisation without compromising the integrity of student learning experience, student progress data or the essential human role in interpreting and communicating learning outcomes
- Any data entered into an AI service is carefully de-identified.

5. Reporting

The principal is responsible for ensuring that the following procedures relating to reporting are implemented.

To ensure the minimum requirements for reporting on student progress and achievement against the Victorian Curriculum F–10 and the Religious Education Curriculum for the Archdiocese of Melbourne are met, the school adheres to the Victorian Catholic Education Authority (VCEA) *Reporting Student Progress and Achievement Revised Guidelines for Victorian Catholic Schools*.

5.1. Reporting requirements

We report formally and accurately to parents on student progress and achievement for each student enrolled at the school by:

- issuing individualised written reports (digital or print) outlining both student progress and achievement to parents at least twice per school year, scheduled in the first half of the year and in the second half of the year
- issuing a report to more than one parent at each reporting cycle, where family circumstances make this appropriate
- providing access to digital written reports via Simon/Pam
- providing the opportunity for parents (students optional) to meet with teachers to discuss the content of the report. Reports issued in the second half of the year should be timed to provide the opportunity for parents to discuss, before the school closes
- understanding the needs of our community and families and ensuring that the reports are accessible, understandable and easy to use to meet the needs of our community and families
- reporting against the achievement standards stipulated in the relevant learning areas using a five-point scale to show student achievement and growth.

5.2. Modified reporting

Students with diverse learning needs can access and participate in the Victorian Curriculum. In line with regulatory, legislative and system reporting requirements, we work in partnership with students and Parents through the Program Support Group (PSG) to determine appropriate reporting for students with a personalised learning plan (PLP).

In rare circumstances, a modified report to reflect progress and achievement in relation to the student's individualised program may be most appropriate, regardless of their year level.

Modified reports for students with diverse learning needs (i.e. students requiring adjustments and/or students with disability) are only issued with the endorsement of the principal and following consultation with the parents and/or student as appropriate.

5.3. Use of emerging technologies

When using emerging technologies to generate report comments, we ensure that:

- tools and services used offer enterprise data protection. These include [list tools and services used] used for the purpose of [describe how the tools and services are used]
- any data entered into an AI service is carefully de-identified.

5.4. Special circumstances reporting

Special circumstances reporting may be employed in the following instances:

- exemption from a curriculum area (applicable only for students with a disability or new arrivals participating in intervention literacy or intensive English instead of a curriculum area during a reporting period)
- late enrolment
- school refusal/extensive periods of absence
- serious illness

When using special circumstances reporting for prolonged student absences during a semester due to school refusal and serious illness our school will:

- consult with the student, parents, and teachers to address the absence and lack of engagement with the curriculum (as per the Responding to Student Absence: Process for MACS schools)
- establish or engage with the student via an absence of learning plan during the reporting period where appropriate
- engage with the MACS Student Engagement unit for extended prolonged absences.

For all special circumstances reporting:

- judgements must still be recorded

- record the previous judgement for each specific learning area and specify the reason for special circumstances reporting, i.e. *school refusal*.
- issue a full report with an attached covering letter explaining the circumstances under which no progress is shown in some, or all, curriculum areas.

6. Reviewing reporting practices

Reporting practices are continually reviewed.

7. Retention of records

In accordance with legislative and regulatory requirements, records of individual student assessment and achievement, including school reports, are:

- retained permanently for students of indigenous origin or in out-of-home care
- destroyed 75 years from date of birth for other students.

8. Reporting on school performance

The Annual Report to the School Community is published annually. This report enables the school community to monitor the school's performance. The report can be accessed on the school website and includes:

- a description and analysis of student learning outcomes achieved by the school's students in statewide tests, national testing programs and examinations in which the school participates such as for:
 - the current year and
 - if the school has been established for more than two years, the previous two years; and
- a description and analysis of rates of student attendance for the year, and
- a report of the school's financial activities and
- copies of any other reports the school is required to prepare for the school community under any funding agreements with the state or the federal authorities.

9. Professional learning to support reporting practices

We are committed to ensuring that our school leaders, teachers and staff with responsibility for assessment and reporting participate in ongoing professional learning related to reporting.

10. Related policies and documents

Related MACS policies and documents

Curriculum, Assessment and Reporting Policy for MACS Schools
 Religious Education Curriculum for the Archdiocese of Melbourne
 Responding to Student Absences Process for MACS schools
 Vision for Instruction
 Vision for Engagement

Resources (external to MACS)

Victorian Catholic Education Authority (VCEA). [Reporting Student Progress and Achievement Guidelines \(school log in required\)](#)
 Victorian Curriculum and Assessment Authority (VCAA). [F–10 Revised Curriculum Planning and Reporting Guidelines \(general advice only\)](#)
 Victorian Registration and Qualifications Authority (VRQA). [Guidelines to the Minimum Standards and Requirements for School Registration](#)

Policy information

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