



St John's Regional 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

The College utilises in-time reporting processes through a Learning Management System (LMS) to establish a consistent feedback process to students and their families. Students are provided the opportunity to demonstrate capacity above the given curriculum level through the provision of Rich Tasks. Rubrics are required to be supplied to students prior to the task to assist with monitoring progress.

1.2 Summative assessment

Students are provided prior outlines of the summative assessment that will form part of their assessment for particular subjects and units. The Semester Planner documents outline these tasks, and level of achievement is outlined through the use of rubrics, graded assessment tasks and examinations.

1.3. Students with additional learning needs

PLPs are required for students who have additional learning needs. Teachers are required to complete these documents, through consultation with the student and their families and document these in the LMS alongside the provision of evidence for any adjustments made.

2. Process for developing assessment tasks

The responsibility for the creation of assessment tasks lies with the subject teachers, at the direction of the curriculum leader of a particular subject. The tasks must reflect the curriculum framework and provide students with the opportunity to demonstrate learning across the relevant achievement standards.

3. Cycle of review of assessment practices and processes

All assessment practices and processes are reviewed annually by the teachers working within a curriculum area.

3.1 Student data

Student data is utilised to inform teaching and learning practice. All teachers have access to the individual learning data of all students that they teach. College meeting structures enable collaborative review of data to inform classroom practice. The LMS is the source and repository of this learning data.

3.2. Identification of data

College meeting structures provide the means for data identification. Curriculum Leaders provide indicative data which is then analysed by teams of teachers.

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

Data is collected on an annual and bi-annual cycle and is stored in the LMS. Learning data is used directly to populate the semester report to parents. The College also undertakes regular whole cohort global assessments in Numeracy and Literacy. Results are compiled for analysis, and are documented for easy access by all teachers as required.



3.4. Analysis of data

Analysis of data is a shared process at the College. Initial reviews are shared with teachers, and the Professional Learning structures enable for small group reflection on data. The focus is always on ways to improve student learning outcomes, by reviewing results and using these to set targets.

3.5. Interpretation of data

Data is reviewed regularly, mainly following semester-based assessment and reporting.

3.6 Use of data to inform teaching and assessment practices

Reporting data and assessment data is readily accessible to all teachers. Teachers can review all data in order to set the learning goals for students within their classes. As a Visible Learning School, data can be used to measure impact of classroom programs.

4. Reporting practices

4.2. Formative assessment

Formative assessment results are provided in the in-time reporting through the LMS and then inform the overall results indicated in the semester report.

4.3. Summative assessment

Summative assessment results are provided in the in-time reporting through the LMS and then inform the overall results indicated in the semester report.

4.4. Written reports

Reports are provided each semester and provide feedback of academic performance in terms of grade, learning habits and subject specific skills.

4.5. Student/teacher/parent conferences

These conferences occur once a semester and are either convened onsite or are delivered remotely.

4.6. Students with additional learning needs

Students with additional learning needs may receive reports that reflect a semester-based format as well as in regards to the goals set out in a PLP. Any student who has an altered report format is only undertaken in consultation with the student and family.

5. Personalised Learning Plans

PLPs are produced on a semester-based cycle and are documented in the LMS. Parental consent is required for production and alteration to specific learning program outcomes.

5.2. NCCD data

Data is compiled through the review of evidence that is produced by teachers though the course of each academic semester. This data is shared with teachers and all data about individuals on the NCCD list is accessible to teachers.

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

The College undertakes regular NAPLAN and PISA assessments as required and also regularly assesses cohort progress through the use of ACER testing.

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

The reporting and assessment of senior programs reflects the requirements as set out by the VCAA in the Administrative Handbook. Students receive semester-based reports.