St James the Apostle Primary School
Assessment and Reporting Procedures

St James the Apostle 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 St James the Apostle Primary School to adhere to the Assessment and Reporting Policy.

St James the Apostle Primary School Assessment and Reporting Procedures

	School procedures
1. Methods used to assess student learning progress and achievement	
1.1 Formative assessment	*Formative assessments are used to clearly identify student understandings, misconceptions as well as areas which need to be developed or consolidated, so that adjustments can be made to lessons and instructional techniques. Formative assessments are used to inform teaching and learning.* *It is conducted prior to commencing a new area of work (as a pre-assessment) as well as during a learning activity (Formative Evaluation and Feedback).*
1.2 Summative assessment	*Summative assessments are used to assign students along a continuum of development.* *Summative assessments are generally completed at the end of a unit of work or at some standardised point in time (Standardised Testing) such as our PAT testing in Semester 2 each year. Post-assessments during units of work account for summative assessments that are designed and evaluated by staff.* *Summative assessment evaluates the effectiveness of teaching and learning.*
1.3 Students with additional learning needs	*All students learn differently and as such require close monitoring and targeted teaching. Students with additional learning needs at our school are quickly identified, monitored using a Personalised Learning Plan (PLP) and regular Program Support Group Meetings (PSG). Consultation and communication with allied health workers is essential to ensure the best outcomes for learners, such as Speech Therapists and Occupational Therapists.* *The Abilities Based Learning and Education Support (ABLES) Teaching Tool to assist teachers to identify the students' next*

	steps in learning. Teachers use PLPs to identify and name learning goals.
	Learning tasks are differentiated and personalised to ensure that they are appropriate for students.
	Students who have a language background other than English are supported through the use of the English as an Additional Language curriculum.
2. Process for developing assessment tasks	*The development of rich, robust and comprehensive assessment tasks, linked to the Victorian Curriculum, is an important aspect of unit design. Assessment tasks are built on the foundation of our deep understanding of the students.*
	A combination of formal and informal assessment tasks reveal students' progress towards intended learning goals and are designed to consider the what, when and how of student learning. Assessment design happens at a team level and often in consultation with Leaders.
	Use of standardised assessments are planned for using the School Assessment and Data Plan, which is distributed each term to teachers.

3. Cycle of review and assessment practices

3.1 Student data	*A variety of student assessments are used to assist in the triangulation of our data.*
	Types of evidence collected are:
	• *work samples*
	• *observation, listening and anecdotal notes*
	• *conversations / interviews with learners, families and other professionals*
	• *moderation of work samples*
	• *formal assessments (both formative and summative)*
	• *student self-assessment data including rubrics*
	• *pre/post assessment information*
3.2 Identification of data	*The School Assessment and Data Plan outlines the compulsory English and Mathematics assessment tasks to be completed throughout the school year.*
	The results of these tasks are provided to Learning Leaders and in teams. This allows the Leaders to monitor the growth and progress of students across the curriculum.

		Results provided to Leaders enable dialogue and discussion with teachers, to define which students may need additional support through participation in a relevant support program.
		Professional development is provided to home group teachers to ensure they are competent in the administration, scoring and interpretation of student assessment results. This professional learning occurs during planning / PLC time, Team Time and Staff Meetings.
3.3	Collection of data (cycle, methods, storage)	*The cycle of data collection is clearly outlined in the School Assessment and Data Plan. This document is regularly revised and updated by the Leadership Team.*
		The School Assessment and Data Plan is a mix of specific standardised English and Mathematics assessments.
		Teacher-designed assessments are created as needed to support the planning of teaching and learning.
		Standardised data is stored using ClearTrack, while teacher-designed assessment data is stored within year level planning shared drives using the school's Google Workspace system.
3.4	Analysis of data	*Analysis of data is continuous and ongoing.*
		Analysis of data happens within home groups, within levels and throughout the whole school.
		Teachers and Leaders work alongside each other to moderate student samples of work for Mathematics and English.
		Relevant data is analysed at each planning and PLC meeting to drive teaching and learning.
		Designated PLC meetings will be specifically rostered for the whole school analysis of NAPLAN and ACER PAT testing.
3.5	Interpretation of data	*The interpretation of data needs to be timely and consistent and ongoing. Data is measured against the Victorian Curriculum Standards which assists teachers to identify the next steps in teaching for students.*
3.6	Use of data to inform teaching and assessment practices	*Teachers continuously monitor and assess students' progress. Tracking student growth across the year and through the years, provides an increased ability to build each student's learning history. Data informs teaching, teaching guides assessments and assessments provide us with more data, in an ongoing cycle.*
		Teachers administer assessments, collect data, analyse data before planning learning and teaching sequences.
		Learners with additional needs (both at risk and in need of extension) are identified and planned for accordingly.

4. Reporting practices

4.1 Formative assessment	*Ongoing formative assessments observations, samples of work and preassessments for a learning sequence, which make up the body of evidence teachers use to track student learning.* *Each semester, teachers engage in regular moderation of students' writing samples.* *Teachers provide students with regular feedback in order that each student knows how he or she is going and their next step.* *Much of this feedback through formative assessment is also reported to parents via students' Seesaw journals.*
4.2 Summative assessment	*In order to accurately place students at some point along the curriculum continuum, teachers take multiple samples to triangulate their data. When triangulating data at least three sources of assessment data are used to guide teachers to make consistent and objective judgements.* *Some examples of our summative assessments include, National Assessment Program - Literacy And Numeracy (NAPLAN), ACER Progressive Achievement Tests, in Mathematics and Reading.*
4.3 Written reports	*Victorian Government and Catholic schools are required to use the Victorian Curriculum F–10. The Victorian Curriculum is delivered and reported over a two-year cycle. Student reports are prepared and sent to parents/carers electronically at the end of Term 2 and Term 4. These reports indicate to students and parents how the child is progressing against the Victorian Curriculum standards. In addition to written reports, learners and teachers provide parents with student achievement and future learning directions by uploading work samples via Seesaw regularly.*
4.4 Student/teacher/parent conferences	*Two formal parent teacher interviews take place each year.* *The first interviews are conducted early in Term 1 with the purpose of continuing to develop a home-school connection as well as getting to know our students. The second interviews which are conducted at the end of Term 2 are to allow teachers, parents and students to identify individual needs. At any time throughout the year, parents can request a meeting to discuss specific issues of their child's learning.*
4.5 Students with additional learning needs	*Extra transition meetings and support are provided for new enrolments* *Program Support Group meetings (PSGs) provided for students with additional needs in Term 1, with a detailed PLP developed with home group teacher, parents, Learning Diversity Leader and other relevant staff.*

	Other reporting adjustments for students with additional needs include: • *Ongoing PSGs for learners* • *Use of ABLES reports in addition to formal student reports* • *Identification of learners who learn English as an Additional Language and provide EAL report for these learners*

5. Students with additional learning needs

Learners may have enrolled with a previously diagnosed learning need or they may undergo tests whilst they are at our school which identifies a specific learning need, either cognitive, intellectual or psychosocial.

5.1	Personalised Learning Plans	*The Learning Diversity Leader coordinates and assists staff and parents to ensure these identified students have access to education equitably. Teachers support learners through the development of a Personalised Learning Plan (PLPs) which includes adjustments that are put in place for learners with additional needs including disabilities. SMART goals within the PLPs are reviewed and revised each term.*
5.2	NCCD data	*Learners identified with additional learning needs are supported through the Nationally Consistent Collection of Data (NCCD). Learner's specific individual education requirements, arising from their disability, within quality differentiated teaching practice and/or monitoring the student or providing a 'supplementary' or substantial or extensive level of support. Personalised Learning Plans (PLPs) are developed to set achievable goals, assess progress and report back to all stakeholders.* *Formal meetings between school and home are scheduled to review the learning plans and to set new goals.* *It is essential that:* • *Students with disability are able to access and participate in education on the same basis as students without disability* • *teachers make or provide 'reasonable adjustments' for students where necessary to enable their access and participation* • *teachers provide reasonable adjustments in consultation with the student and/or their associates; for most students, this means their parents, guardians or carers* *The Principal verifies and confirms NCCD data for each student. Data is submitted after a rigorous moderation has*

	been undertaken to ensure consistency of decision making and all stakeholders have been notified.
6. **Participation in national testing programs such as NAPLAN, PISA**	*NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. In May of each year, Year 3 and Year 5 students participate in online NAPLAN testing.* *The protocols and guidelines developed by ACARA are followed to facilitate a smooth rollout of the tests as well as to protect the integrity of the data collected. Families are provided with relevant information to ensure that they are aware of the basic facts that they need to know about NAPLAN, including dates of NAPLAN tests.* *Comprehensive reports are provided by VCAA and sent to parents after the testing period, which provides families with further information about how their students are progressing compared with students across the nation. As a staff we engage in a school wide interpretation of the NAPLAN data to support and evaluate our teaching and learning.*