

St. Joseph's School, Sorrento

Assessment and Reporting Procedures



St. Joseph's 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.

This section sets out the steps that are taken at St. Joseph's to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment:

Formative assessment refers to a wide variety of methods that teachers use to conduct in process evaluations of student comprehension, learning needs, and academic progress.

1.2. Summative assessment:

Summative assessment is used to evaluate student learning at the end of an instructional unit.

1.3. Students with additional learning needs:

At St Joseph's we use ABLES (Abilities based Learning and Educational Support) where applicable. We modify assessment practices for students with additional learning needs including physical, cognitive, sensory and social/emotional needs.

2. Process for developing assessment tasks

At St Joseph's we use a combination of teacher designed and commercial assessment tasks. All assessment tasks are linked to the Victorian Curriculum and reflect the learning continuum. Assessment tasks guide and set directions for future learning and goal setting.

3. Cycle of review of assessment practices and processes

3.1. Student data

At St Joseph's we use the 5 D's Model. This is our cycle of review of assessment practices and processes. Every planning session starts with this model. The model has 5 steps;

1. Data (use to define what we want to improve)
2. Dialogue/Discussion (for understanding and moderation)
3. Decisions (to differentiate and design)
4. Do (the actual teaching and learning)
5. Difference (what difference have we made? Not made? Reflect and Evaluate).

At St Joseph's we collect student data including but not limited to; Essential Assessment, Fountas and Pinnell, Observational Surveys, Initialit Screeners, Running Records, South Australian Spelling, writing Samples, teacher made pre and post-tests, teacher observation and anecdotal notes, Pat Testing and Naplan.

3.2. Identification of data

Relevant data is selected in order to meet the students at their point of need. Data identified is matched to the learning intentions, success criteria and learning outcomes.

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

At St Joseph's we use the SPA platform to store whole school data. Other data is stored on the Google Drive, work planners and in hard copy (such as check-lists, work samples etc)

3.4. Analysis of data

Teachers use planning sessions to analyse student data. They follow the 5 D model as the cycle of review. This includes; Spa data, teacher made spreadsheets, Initialit Cumulative Reviews, Fountas and Pinnell tracking sheets, Progressions of Learning, teacher observation, teacher made pre and post- tests, and anecdotal notes are some of the data collected and analysed.

3.5. Interpretation of data

Teachers use the Victorian Curriculum and the Progressions of Learning to interpret and track the data. Through dialogue and moderation with teaching teams, decisions are made in regard to future learning.

3.6. Use of data to inform teaching and assessment practices

The data informs the direction of teaching and assessment practices. Teachers use the scope and sequence from the Victorian Curriculum to plan next steps in a student's learning. Assessment is directly related to success criteria.

4. Reporting practices

4.1. Formative assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in process evaluations of student comprehension, learning needs, and academic progress. At St Joseph's we use a variety of ways to assess where our students are at and where they need to go to next. This includes but is not limited to, The Observation Surveys, The South Australian Spelling Test, writing samples, Initialit screeners, Spell-it, Running Records and Essential Assessment. We pre -test and use the data to cater for Individual learning needs.

4.2. Summative assessment

Summative assessment is used to evaluate student learning at the end of an instructional unit. At St Joseph's we use the Fountas and Pinnell BAS system for Literacy and Essential Assessment for Mathematics. Pat Testing and Naplan are also used for Summative Assessment.

4.3. Written reports

Written reports are sent out to parents at the end of each Semester in June and November. We use INFORMA as our reporting package. These reports assess where students are on the learning continuum in relation to the Victorian Curriculum. Where a student cannot be assessed using the Victorian Curriculum we use ABLES (Abilities Based Learning and Educational Support).

4.4. Student/teacher/parent conferences

Student/teacher/parent conferences are held twice a year, in the first and third term. These conferences are an opportunity for parents, teachers and students to reflect on their learning and to set realistic goals for future learning. These conferences can be held onsite or via a GOOGLE MEET

4.5. Students with additional learning needs

Students with additional learning needs have a Personalised Learning Plan where goals are set for them to work towards. Each term Program Support Meetings are held with the parents to discuss progress. Adjustments are made to the curriculum according to individual needs.

4.6 Students with additional needs

Students with additional needs (such as a sound system for hearing impaired, or software or hardware for physical impairments) are catered for on an individual needs basis. MACS support is sourced for Therapy and equipment, and support staff from the Southern Region are utilised to support additional needs

5. Personalised Learning Plans

Personalised Learning/ Adjustment plans are written for all NCCD listed students. The plans set goals for the students. There may be times when a Personalised learning plan is written for a student who is not listed with a disability but may require extra support and adjustments for a period of time.

5.1. NCCD data

In August of each year any students deemed to have a disability are listed on The NCCD data base. Students listed are categorised according to their disability and the level of adjustment required. MACS staff conduct a Quality Assurance Audit to ensure processes in place at school meet required standards. Moderation sessions with staff are held to ensure that there is evidence to support the decision to list a child as having a disability.

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

All students in year three and five are offered the opportunity to participate in Naplan testing. The results of the testing are sent to parents and provide an indication of how their child has performed on the test in comparison to other students the same age. Whole school practices are reviewed in relation to student results. Teachers are provided with opportunities to consider patterns and trends and growth from year three to five.