

St John Vianney's Mulgrave Assessment and Reporting Procedures



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



St John Vianney's Mulgrave 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: teacher created tasks, Essential Assessments(Maths), Learning Framework in Number Assessments(Maths), Running records
- 1.2. Summative assessment: Progressive Achievement Tests(PAT) in Reading, Spelling & Mathematics, NAPLAN
- 1.3. Students with additional learning needs: Students are identified through above assessments and then assessed individually with more specific testing by the school and in some instances by professionals. Students with additional needs have a personalised learning plan which is evaluated and adjusted each term.

Assessment will:

- Identify appropriate standards and the criteria used for measuring student achievements and progress against the standards of the Victorian Curriculum.
 - Address all facets of the curriculum.
 - Acknowledge that different learning styles and needs require a range of methods of assessment.
 - Acknowledge that different areas of the curriculum require varying methods of assessment.
 - Provide information on student knowledge, skills and behaviour to inform the next stage of learning and inform teaching practice. (*Assessment for learning*)
 - Provide ongoing, constructive feedback and opportunities for student reflection and/or self-assessment to support future learning. (*Assessment as learning*)
 - Provide information about what students have learnt in relation to the curriculum. (*Assessment of learning*)
- ## 2. Process for developing assessment tasks: Curriculum standards are considered when planning teaching activities and preparing assessment tasks. Pre and post assessment tasks are created in an effort to show growth in student learning.
- Classroom teachers use data to group students in Literacy and Maths and differentiate their planning and teaching accordingly.
 - Planning documents contain links to the Victorian curriculum and teachers refer to this when planning & assessing teaching sequences.
 - Curriculum leaders attend level planning regularly and refer to data when assisting with planning teaching sequences.
 - Teachers collaborate with the appropriate specialist to develop classroom adjustments and differentiate learning supports. This includes our highly able students.
 - Data is reviewed to ensure student needs are catered for.
- ## 3. Cycle of review of assessment practices and processes
- 3.1. Student data
 - 3.2. Identification of data

- 3.3. Collection of data – cycle, methods, storage, dissemination
 - 3.4. Analysis of data
 - 3.5. Interpretation of data
 - 3.6. Use of data to inform teaching and assessment practices
 - St John Vianney’s primary school has an F-6 assessment schedule.
 - All teaching staff and curriculum leaders are aware of the schedule and complete assessments in a timely manner, in accordance with the schedule.
 - Data is entered into the appropriate trackers on the Teacher & Google drives.
 - NAPLAN, PAT tests and written report data is uploaded into the Student Performance Analyser (SPA) tracker for analysis.
 - All data can be accessed by all staff.
 - Regular and allocated times are set aside for discussion and analysis of data and students
4. Reporting practices
 - 4.1. Formative assessment
 - 4.2. Summative assessment
 - 4.3. Written reports
 - 4.4. Student/teacher/parent conferences
 - 4.5. Students with additional learning needs
 - 4.6. Students with additional needs
 - Data from both formative and summative assessment is used to when reporting to parents.
 - Written reports are prepared for parents twice per year in June & December
 - Student/teacher/parent conferences occur twice per year in February and June
 - Students with additional needs meet termly with the Learning Diversity leader and classroom teacher termly or by negotiation to discuss Individual Learning goals & plans.
5. Personalised Learning Plans
 - 5.1. NCCD data
 - 5.2. Participation in national testing programs such as NAPLAN, PISA
 - The schools Diversity team, consisting of the Student Diversity Leader, Literacy Leader, Maths Leader, Speech therapist, Reading recovery teacher & Literacy intervention specialist meet regularly to analyse data sets and identify our most ‘at risk’ students in Literacy and Maths.
 - Provision of Maths and Literacy intervention is tailored to needs of these students. This may occur in a one on one program or in small groups (3-4 students).
 - Pre and post test data is administered to measure growth and intervention/program effectiveness and subsequent data is monitored closely by the diversity team.
 - If students are not making the appropriate/expected gains further interventions are explored for the student/students.
 - The Diversity leader meets regularly with classroom teachers to develop and monitor Personal Learning Plans for students with additional needs/disability (NCCD students).
 - Learning goals are developed in accordance with the student’s needs and these are reviewed and modified at subsequent meetings with key stakeholders.
 - The Diversity Leader meets with the parents of these students once a term to discuss the student’s progress.