

Sacred Heart Kew

Assessment and Reporting Procedures



Sacred Heart Catholic School Kew 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 Sacred Heart Catholic School Kew 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

Throughout the year ongoing formative assessment occurs, both formally and informally. This assessment informs our planning for curriculum delivery and our teaching. Decisions on what to teach and when to teach it are fluid and rely on the information we have about the children we are teaching. Emphasis is placed on the analysis of responses. Attention is paid to what a student does at times of error, rather than focusing on what the child cannot do.

1.2. Summative assessment

All children from Prep to Year 6 are individually tested at the beginning and end of each year using standardised tests in both English and Maths (PATR & PATM). Teachers are released from classroom duties to undertake these tests, which are comprehensive and provide information allowing for personalised learning and assist in the initial organisation of students for small group instruction. Students' individual abilities are monitored using formal measurements including systematic tests (NAPLAN, Observation Survey), scheduled school based tests, ongoing and anecdotal assessment. Personal Learning Plans are used to cater for the needs of identified students.

1.3. Students with additional learning needs

Students' individual abilities are monitored using formal measurements including systematic tests (NAPLAN, Observation Survey), scheduled school based tests, ongoing and anecdotal assessment. Personal Learning Plans are used to cater for the needs of identified students.

2. Process for developing assessment tasks

Rich assessment tasks that meet the different learning needs of students are developed by teaching teams. These assessment tasks are designed to be accessible to all students and open to multiple approaches and representations by students.

3. Cycle of review of assessment practices and processes

3.1. Student data

Student achievement will be measured against Victorian Curriculum standards in each of the learning areas in accordance with requirements of Victorian Curriculum and will be reported to students, parents and the wider community. These reports are compiled from student achievement data collected throughout the year.

3.2. Identification of data

Student data is identified throughout the year through a number of different formats.

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

All staff participate in the collection of student achievement data. Our Assessment schedule continues to be reviewed annually. Assessment data is recorded, retained and available for retrieval for longitudinal analysis of student growth and achievement over time. Reports are archived each semester in Nforma.

3.4 Analysis of data

All staff have input into school decisions resulting from interpretations of student achievement data. Moderation processes engage teachers in the process of sharing, working through and agreeing their understandings of expected curriculum levels of student achievement and progress. Formative assessment tasks e.g. running records, numeracy assessments and writing samples are analysed by classroom teachers and, where relevant, discussed with domain leaders.

3.5 Interpretation of data

Leaders review data with a view to determining overall trends in student achievement and growth over time. Professional Learning Meetings are utilised by all staff for rich dialogue about student progress.

3.6 Use of data to inform teaching and assessment practices

Assessment data is essential for informing how teachers plan lessons, identify concepts for reteaching, and differentiate instruction. Effective analysis of student data assists teachers to identify areas where student academic and social and emotional learning needs require additional attention.

4 Reporting practices

4.1 Formative assessment

Teachers use formative assessment information to provide clear and specific feedback to each student to assist them to understand what they need to do to move their learning forward. Parents and teachers discuss the outcomes of student formative assessments as the need arises.

4.2 Summative assessment

The purpose of twice yearly reporting is to provide parents and students with a summary overview of achievement and progress for the current reporting period. This report summarises evidence of student learning, provides feedback about the quality of this achievement and provides direction about the student's future learning goals. Parents/carers of students who have participated in NAPLAN (Years 3 and 5) will receive a written report which is distributed by Sacred Heart Kew.

4.3 Written reports

Written reports are developed and made available to parents twice yearly. Academic results will relate to achievement levels as set out in the Victorian Curriculum. The reports will also include attitudinal information such as work habits. In addition, the reports will contain a student comment in which students will reflect on their learning progress and establish new learning goals.

4.4 Student/teacher/parent conferences

Parent-Teacher meetings are scheduled twice a year. In February the meeting is a forum for parents to share information related to their child with the classroom teacher. The second interview in July is a more formal opportunity to discuss the children's reports and progress to date. A third interview for an individual child may be requested by the teacher in September/October if deemed necessary. At any other time parents are welcome to organise a time to meet with their child's teacher.

4.5 Students with additional learning needs

Parents of students with additional learning needs are invited to a meeting once a term to discuss the outcome of short and long term goals, and to set goals for future learning. Ongoing monitoring and support of the student, by both teachers and learning support officers continues throughout the year, in consultation with the Learning Diversity Leader.

4.6 Students with additional needs

Program Support Group meetings are held each term to provide feedback to parents in relation to the goals outlined in their child's Personalised Learning Plan, and new goals are discussed and set.

5 Personalised Learning Plans

5.1 NCCD data

The school will assess the achievements of students with disabilities in the context of the student's personal goals, teaching and learning strategies and the Victorian Curriculum. Student reports will be issued twice per year.

5.2 Participation in national testing programs such as NAPLAN, PISA

Students are supported to participate in NAPLAN. Application for permission for scribes is made where appropriate and a support person is appointed for each student. Additional time is given in accordance with NAPLAN guideline documents.