

# St Peter Apostle Primary School

## Assessment and Reporting Procedures



St Peter 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 Peter Apostle Primary School to adhere to the rules of the policy and achieve the policy purpose.**

Assessment is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements with the aim of improving student learning and achievement. Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

### Methods used to assess student learning progress and achievement

#### Formative assessment

Ongoing classroom formative assessment, monitors students' learning to provide feedback that can be used by teachers to improve their teaching and students to improve their learning. It assists students with identifying their strengths and weaknesses and identifies learning needs that need to be addressed.

#### Summative assessment

Summative assessment is student learning that is evaluated against the Victorian Curriculum F-10 achievement standard. It is used for the purposes of reporting to parents and carers on the progress and achievement of students.

#### Students with additional learning needs

Personalised education plans assist teachers to plan and monitor a student's unique learning needs. They are used if a child requires support or assistance accessing their education on the same level as their peers and outline the adjustments, goals and assessment strategies being implemented.

### Process for developing assessment tasks

- Staff follow the school's Assessment Schedule to gauge the progress of students.
- Teachers, along with the Curriculum Leader, use PLC time to analyse data to ascertain future steps in the learning and teaching process.
- Student assessment tasks are moderated according to rubrics and assessment criteria across the year levels so that consistent, valid, evidence-based decisions are made.

### Cycle of review of assessment practices and processes

#### 1.1. Student data

Whole school data (including NAPLAN, PAT, F&P, and Junior Literacy Testing) is analysed by staff, led by the Leadership Team. The Assessment Scheduled is reviewed regularly by the Leadership Team in consultation with relevant staff members.

#### 1.2. Identification of data

Student data is shared and discussed in detail with relevant teams, identifying students who are performing above the expected level, at the expected level, and below the expected level. This data is viewed in light of the whole-student and the progress they have made over

time. This process supports data-informed conversations to improve student learning outcomes.

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

The St Peter Apostle Assessment Schedule outlines the assessment procedures for all staff. This schedule identifies what assessments need to be undertaken, when and by whom. All assessment data is stored digitally utilising a number of platforms (including Google Shared Drives, Essential Assessment, and ACER) and is accessible to relevant staff.

1.4. Analysis and interpretation of data

Data is analysed collectively in teams through whole staff meetings and by PLCs, Leadership Team and the Learning Diversity Team. Data-driven decision-making practices occur as part of our ongoing learning and teaching cycles. Individual and cohort data is used to identify next steps in student's learning. Cohort data is also used to identify students at risk and requiring additional support and those requiring extension.

1.5. Use of data to inform teaching and assessment practices

The use of pre and posting testing data is central to ongoing learning and teaching both in terms of whole-class teaching and needs-based Focus Teaching sessions.

## Reporting Practices

### School Reports

Each year, St Peter Apostle Primary School provides parents with two written Student Reports indicating their child's academic progress against Victorian Curriculum standards and progression points.

### Learning Journeys

Learning Journeys are part of the reporting process and contain samples of work and reflection across major areas of the curriculum. Teachers and students work together to create a digital learning journey that is shared with parents four times per year.

### Parent Teacher Interviews

The school provides an introductory parent-teacher interview in Term 1 for Years F-2. Years 3-6 hold a parent information night, allowing parents to meet with teachers and make an appointment time if they have any concerns. Two formal Parent/Teacher/Student (PTS) interviews will be held per year.

### National Testing Program

St Peter Apostle Primary School participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) so as to gain information for staff, parents and students on students' progress in relation to the Australian Curriculum levels.

### Students with additional learning needs

St Peter Apostle Primary School progressively develop personalised learning plans for individual students in consultation with parents and, where appropriate, with others with specific expertise. Personalised learning plans:

- Outline clear educational goals reviewed each term.
- Assessed and reviewed regularly according to the timeline agreed upon with all parties.
- Acknowledges and celebrates the achievement of student progress.