Sacred Heart Primary School
Assessment and Reporting Procedures

Sacred Heart 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 Sacred Heart School 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 is an on-going process, including formal and informal methods and may take the form of checklists, observation – (teacher, peers, parents) dated samples of work, anecdotal records and student self-assessment. Assessment tasks may vary to meet the specific needs of the individual.

    1.2. Summative assessment

Summative assessment is the purposeful, timely implementation of normed data that guides teaching, is marked and recorded in a timely manner and is personalised to suit the individual needs of the student. This may include assessments such as the ACER PAT Mathematics and PAT Reading, Running Records, Observation Surveys, Burt Word Reading Test, Record of Oral Language and the Peters' Spelling in Context (See Assessment Schedule Literacy and Mathematics). Summative assessments provide reliable and accurate feedback on student achievement and aid decision making. Student information will be passed on to the child's prospective teacher at the beginning of the year in the form of the 'Hand over Data'.

    1.3. Students with additional learning needs

Students with additional learning needs demonstrate growth and learning through both Summative and Formative Assessment tasks. Assessment tasks are personalised in both content and mode of delivery to suit the individual needs of the student. Student with additional learning needs may have varied reporting formats. Families/carers/teachers, along with the Learning Diversity Leaders will also participate in time-tabled Program Support Meetings to implement specific, monitored learning and social goals. These Program Support Meetings may also be attended by any external experts, such as speech pathologists, phycologists or occupational therapists, which are providing support for the students and/or families.

2. Process for developing assessment tasks

This is a continual process of identifying, gathering and interpreting information about each student's learning. Staff examine present skill development, knowledge, attitudes, habits and interests of the student in order to enhance the students' performance. The focus for all assessments is to identify student growth. The development of assessment tasks is to provide information on student progress and set the direction for ongoing teaching and learning. The forms of assessment developed should promote a positive attitude towards learning, encourage the pursuit of excellence and contribute to the success of all students.

3. Cycle of review of assessment practices and processes

3.1. Student data

The process of gathering student data is to inform teaching and learning. This is an ongoing process. Data gathering occurs through both formal and informal tasks. Formative data gathered may be in the form of checklists, observation dated samples of work, anecdotal records and student self-assessment (informal). Summative may include assessments such as the Australian Council of Educational Research (ACER) PAT Mathematics and PAT Reading, Running Records, Observation Surveys, Burt Word Reading Test, Record of Oral Language and the Peters' Spelling in Context. The data gathered by teachers is reviewed frequently and guided by the assessment schedules developed collaboratively between staff, curriculum leaders and students.

3.2. Identification of data

The identification of data prior to assessment administration is completed by school leaders and teachers within the school context. Data sets are purposefully implemented to monitor student learning in three ways

- For individual students, an indicator of achievement compared against state and national norms
- For individual students, to monitoring growth, between levels and assessment periods
- For groups of students, to monitor trends, to guide teacher Professional Learning, School Improvement and the school Annual Action Plan

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

The collection, cycle, methods, storage and dissemination of data is and ongoing process. It is supported through the implementation of Professional Learning Team Meetings, Collaborative Planning and guided by the school leadership team. An Assessment Schedule guides the cycle, methods, storage and dissemination of our Summative school assessments. This is reviewed frequently by staff and school leaders.

3.4. Analysis of data

The analysis of data will occur frequently supported by school leaders, collaborative working teams and Professional Learning Team meetings. Formal reporting structures throughout the year (Written reports and formal student/teacher/parent conferences) provide feedback on learning and direction for future learning. Student information will be passed on to the child's prospective teacher at the beginning of the year in the form of the 'Hand over data'. Teachers will work collaboratively, and in conjunction with leaders to implement a variety of formal and informal data tools that guide feedback practises within the classroom.

3.5. Interpretation of data

The interpretation and analysis of data occurs frequently, at Professional Learning Team Meetings and Collaborative Planning. It has two areas of focus

- Individual: Staff members analyses and moderate specific samples of students work, formative and summative assessments. Where possible teachers are guided by national and state norms for standardised testing. Staff members focus on growth from previous assessments and academic achievements. This provides a specific guide for future teaching and learning.

- Trend/Group: Staff members analyse, moderate and compare normed data to identify strengths and challenges within our school context. This guides our professional learning, our School Improvement Goals and Annual Action Plan.

3.6. Use of data to inform teaching and assessment practices

At Sacred Heart Primary School assessment is used to provide information on student progress and set the direction for ongoing teaching and learning. The focus is on comparative growth between academic years and specific assessments. Data gathered is a cumulative record to reflect the dynamic and developmental nature of learning for the student.

4. Reporting practices

4.1. Formative assessment

Formative assessment is an on-going process, including formal and informal methods and may take the form of checklists, observation – (teacher, peers, parents) dated samples of work, anecdotal records and student self-assessment. Assessment tasks may vary to meet the specific needs of the individual. Formative assessment is reported through both formal and informal Parent/Teacher/Student conferences. Formative assessment is also reported on via the semester report in the general comment, behaviour and effort checkpoints and the 'Personal and Social Capabilities' of the Victoria Curriculum.

4.2. Summative assessment

Summative assessment is the purposeful, timely implementation of normed data that guides teaching, is marked and recorded in a timely manner and is personalised to suit the individual needs of the student. This may include assessments such as the ACER PAT Mathematics and PAT Reading, Running Records, Observation Surveys, Burt Word Reading Test, Record of Oral Language and the Peters' Spelling in Context (See Assessment Schedule Literacy and Mathematics). Summative assessments provide reliable and accurate feedback on student achievement and aid decision making. Student information will be passed on to the child's prospective teacher at the beginning of the year in the form of the 'Hand over Data'. Summative assessment is reported through both formal and informal Parent/Teacher/Student conferences. Summative assessment is also reported on via the semester report in the General Comment and the standardised marking of Victoria Curriculum.

4.3. Written reports

Written reports are provided twice yearly, prior to the end of Term 2 and prior to the end of Term 4. A parent-teacher interview will complement the written report. Students in middle and upper grades will participate in the interview. At the interview, teachers will discuss the student's progress, future direction for their learning and any other issues.

4.4. Student/teacher/parent conferences

In conjunction to the written report available online prior to the end of Term 2, formal student/teacher/parent conferences are offered. During the mid-year parent-teacher interview, there will be the opportunity to set goals for the remainder of the year with students. Grade 3-6 students will participate in their own goal setting.

4.5. Students with additional learning needs

Students with additional learning needs may have varied reporting formats. Families/carers/teachers, along with the Learning Diversity Leaders will also participate in time-tabled Program Support Meetings (PSG) to implement specific learning and social goals. This is supported through the development of a

Personalised Learning Plan (PLP) identifying goals and adjustments to daily routines, curriculum, classroom content and mode of delivery. These Program Support Group Meetings may also be attended by any external experts, such as speech pathologists, phycologists or occupational therapists, which are providing support for the students and/or families.

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5. Personalised Learning Plans

5.1. NCCD data

Sacred Heart participates in and is accountable to the process of the Nationally Consistent Collection of Data. This supports the implementation of the Federal DDA and ensures equity for all in our community. Students with additional physical, social, behavioural or learning needs work in collaboration with school leaders, teaching staff, learning support officers and families to ensure adjustments are made within the playground and classroom context to cater for each students individual and specific need. NCCD processes are supported by the school Leadership Team, Professional Learning Teams and an NCCD collaborative team. Moderation of standards occurs during Professional Learning team Meetings.

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

Students in Grade 3 and 5 will participate in assigned assessment tasks, such as NAPLAN, administered by the Victoria Curriculum and Assessment Authority at times designated by the Ministry of Education.