

St. Luke's School

Assessment and Reporting Procedures



St. Luke's 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), 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. Luke's School to adhere to the rules of the policy and achieve the policy purpose.

Assessment is carried out daily in all classes using a variety of assessment strategies/tools appropriate to the task/ teaching focus, including the following:

- Directed observations
- Anecdotal notes
- Running records
- Observational survey testing
- Writing conferences/analysis
- Seesaw
- Checklists
- Assessment rubrics
- Testing
- Student reflections
- Interviews and other oral discussions

Programming for Assessment:

- Anecdotal notes are important as a record of the student's skills as observed by the teacher. All anecdotal notes must be dated.
- When teachers works with an individual or small group, anecdotal information is recorded.
- Seesaw is an online platform where parents can view their child's work samples throughout the year.
- Checklists may be used as a guide to assess and evaluate. Checklists give an overview of the group not the individual and should not be the only form of assessment.
- Formal testing is conducted according to an Assessment Schedule and results are analysed and evaluated for ongoing curriculum/ program development and direct focused teaching.
- At the beginning of each year all children (P-6) will be pre-tested in the areas of numeracy and literacy.
- The data collected is used to create targets for student learning, differentiation and focused explicit teaching.
- At the end of the year all students (P-6) are post tested in the areas of literacy and numeracy.

Reporting to Parents:

The following methods of communication/ reporting will occur each year:-

Written Reports:

The written report, while being an integral part of the communication process, is by no means the whole reporting process. It is important that any written report must be honest, fair and constructive. It should contain strengths, weaknesses and outline future goals and action plans.

In the written report we endeavour to foster a spirit of co-operation between student, parent and staff.

The report is to remain a private and confidential communication between student, parent/ guardian and staff. It should also be remembered that reports might be accessed by authorised agents/ agencies after parents have granted approval.

Teachers complete mid-year and end of year written reports. All reports are computer-generated.

- The classroom teacher will write a report on the progress of each student, covering the areas of Religious Education, English and Mathematics.
- Intervention programs will be incorporated into the classroom teacher's report.
- Specialist teachers in the areas of LOTE, Physical Education and The Arts will report on each individual's progress.
- The report will highlight the student's strengths and weaknesses, while setting specific goals for the student in each area of the report.
- Each student will complete a self-assessment.
- Parents are encouraged to respond with a written comment to the student.

Student Learning Profile:

- Teachers monitor students learning through the use of a digital portfolio. Students are required to post a set range of rich learning task samples to demonstrate their learning.

Parent/ Teacher/Student Interviews:

Parent/Teacher/Student interviews are conducted at the end of Term 1 and Term 3 each year. These interviews provide the platform for teachers and students to present goals for Term 2 and Term 4 where the reports from Term 2 provide goals for term 3.

Informal Communication:

Parents and teachers are encouraged to communicate with each other, by appointment as the need arises.

Learning Expo Invitations:

Parents are invited to attend Learning Expos when they are conducted at the completion of a Unit of Learning.

Program Support Group Meetings:

A Program Support Group comprising of the Principal, Learning Diversity Leader, class teacher and parents will be established to discuss goal setting, identify concerns and challenges and set recommendations for students who have special learning needs.

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Formative assessment is carried out daily in the form of anecdotal notes and observations. Observation Surveys, dictation, running records, CARS (Comprehensive Assessment of Reading Strategies), writing samples, timed words tests, Burt word reading, Westwood, pre and post-tests assessments in Mathematics and Religious Education are all forms of assessment that are used throughout each term to inform teaching.

1.2. Summative assessment

Probe, PATR and PATM are tools used once a year for summative assessment.

1.3. Students with additional learning needs

Adjustments are made in accordance with students needs as identified through assessments. Personalise learning plans are created using the data collected from these assessments.

2. Process for developing assessment tasks

Assessment tasks are created using the Victorian Curriculum as a base and taking into account student needs.

3. Cycle of review of assessment practices and processes

3.1. Student data

Student data is collected in many forms including, anecdotal notes, checklists, formal assessment tasks and informal assessment tasks.

3.2. Identification of data

Specific data identification is used to set goals for future student learning.

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

We base our review of assessment practices and processes on *The 10 Steps of Effective Teaching* by Philip Holmes Smith. Common data collected is uploaded onto the SPA platform.

3.4. Analysis of data

Data is analysed with leaders at team meetings and PLTs. This data is also analysed by individual teachers to drive forward planning

3.5. Interpretation of data

Data is interpreted with leaders at team meetings, staff meetings, leadership meetings and PLTs in a group setting. Trends and growth are analysed to plan for the individual's and school's needs.

3.6. Use of data to inform teaching and assessment practices

Based on findings, explicit teaching using current pedagogy is relational, ongoing and continuous.

4. Reporting practices

4.1. Formative assessment

The parent/teacher/student conferences explore individual student goals for further growth.

4.2. Summative assessment

The classroom teacher will write a report based on the Victorian Curriculum reflecting the progress of each student, covering the areas of Religious Education, English and Mathematics. Specialist teachers in the areas of LOTE, Physical Education and The Arts will report on each individual's progress. Students in Year Three and Year Four participate in NAPLAN assessments.

4.3. Written reports

Reports are written in Term Two and Term Four. PLP (Personalised Learning Plans) are written and reviewed each term.

4.4. Student/teacher/parent conferences

Student/parent/teacher interviews are held twice yearly in Term One and Term Three. The aim is to share relevant information, and set student learning goals. PSGs are held each term.

4.5. Students with additional learning needs

PLPs are written each term. These take into account the growth of the child as reflected by the assessment data. PSGs are also held each term to share this information with the parents. Growth and goals are discussed.

4.6. Students with additional needs - PLP and PSG's termly

5. Personalised Learning Plans

5.1. NCCD data

Every year the NCCD collects data about school students with disabilities who are receiving adjustments across Australia. The NCCD helps to formally and consistently recognise the support and adjustments provided to students with disability. The student with disability loading provided to the schools by the Australian Government is based on the NCCD.

5.2. Participation in national testing in the form of NAPLAN

A NAPLAN coordinator is appointed. Parents are informed about NAPLAN requirements and results are provided by the school. Opportunities are provided for parents to contact the school for clarification associated with the process or results surrounding NAPLAN.

6. Senior secondary assessment and reporting policies, procedures and practices