St Leonard's Primary School
Assessment and Reporting
Procedures

St Leonard's 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 Leonard's 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 used to provide students with immediate feedback about their learning through pre-assessments, check ins, activating prior knowledge tasks, correction of work and individual or group conferencing. Formative assessment tasks are planned during weekly facilitated planning sessions.

   1.2. Summative assessment

   - Summative assessment is used to provide information at the end of a learning sequence, measuring the extent to which a student has achieved the learning outcomes. This may include rich assessment tasks, post-assessments, projects, reports, topic tests, conferencing and checklists. Summative assessments are planned when designing units of work and through weekly facilitated planning sessions.

   1.3. Students with additional learning needs

   - When planning assessment tasks for students with additional learning needs, teachers ensure that adjustments are made to cater for each individual student. Some of the adjustments made to support students with additional needs include enlarging written assessments, providing LSS support, providing the opportunity for students to work in the Wellbeing Centre, allowing students to verbalise their ideas before writing, providing modifications to assessments, allowing students to use a computer, and providing extra time.

2. **Process for developing assessment tasks**

   - St Leonard's uses a combination of standardised testing such as PAT M and PAT R, Observation Survey and Torch as well as a range of teacher created assessments. A range of assessment strategies are used for each learning area.
   - Assessment tasks are developed as part of facilitated planning. Each level is responsible for creating assessment tasks that cater for the individual needs of each student and assess students on a regular basis. Teachers are responsible for developing and completing assessment tools linked to the Victorian Curriculum.
   - A copy of the Assessment Schedule for English and Mathematics can be found in the Mathematics and English Policies.
   - ICAS tests in English, Writing, Spelling, Mathematics, Science and Digital Technologies are offered to children in Years 2 – 6 each year.

3. **Cycle of review of assessment practices and processes**

3.1. Student data

- All teaching staff will implement the school's assessment schedule and a variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level. Pre and post assessment data will also be collected for units of work. These assessments will be designed by teachers as part of unit planning. literacy, mathematics and learning and teaching leaders will assist in developing these assessments and analysing the data at level planning. Teachers will bring collated data to their shared level planning time and professional learning team meetings (PLT), and discuss the progress of students and their needs. Data is used to group students according to their ability and to track progress at a classroom level.

3.2. Identification of data

- Teaching, learning and assessment is managed and monitored by the principal and curriculum leadership.
- The Assessment and Reporting Policy and Procedures are reviewed regularly by the teaching staff and adjustments are made to the plan as needed.
- The policy and school practices will be modified in response to new or revised curriculum requirements, in response to the changing needs of the students, and in response to the regular analysis of student performance data.
- The policy and procedures will be subject to a major review every four years to coincide with the School Review Year.

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

- Personalised Literacy and Numeracy Assessment folders are maintained by classroom teachers in consultation with Literacy / Numeracy leaders. These assessment files are passed on from year to year keeping a very clear picture of the child's development in Literacy and Numeracy.
- Numerical data (Numeracy and Literacy) is regularly entered onto St. Leonard's Student Assessment Tracker. It is expected that staff utilise this data in planning for improved student outcomes. It is the responsibility of classroom teachers to input the data onto the Student Tracker. Standardised and teacher based testing is also used across the school to test specific skills or areas of knowledge. Testing is used for diagnostic purposes.
- Anecdotal records are kept by teachers.

3.4. Analysis of data

- Student formative and summative assessment data is used to guide planning and next steps for learning throughout the school. This data is analysed during facilitated planning sessions.
- Professional Learning Team (PLT) meetings or staff meeting time will be used to analyse different types of data including school based assessment data such as the Maths Assessment Interview and running records as well big picture data such as NAPLAN and PAT M/PAT R. Staff in all grade levels of the school will have an understanding of big picture data and how their role impacts on this data.
- The leadership team will collectively track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus. St Leonard's leadership team will aim to bring data to each meeting, including PLT's, staff meetings and leadership team meetings. This data will then guide the focus on the meeting. The leadership team will develop whole school data walls that can be used to track student progress and flag students who need further intervention.

3.5. Interpretation of data

- Staff will collaboratively interpret data and discuss the progress of individual students.
- Time will be set aside in facilitated planning, staff meetings and professional learning team meetings (PLT) to analyse and interpret data.

3.6. Use of data to inform teaching and assessment practices

- All teaching staff will use formative and summative data to make informed decisions about the next steps in learning for each individual student.
- Data will be used to help differentiate learning tasks and content.

4. **Reporting practices**

4.1. Formative assessment

- Formative assessment will be used as part of the evidence collected for formal reporting.

4.2. Summative assessment

- Summative assessment will be used as part of the evidence collected for formal reporting.

4.3. Written reports

- Teachers complete written reports to parents in June and December as per Government guidelines.
- More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#) (the Guidelines).

4.4. Student/teacher/parent conferences

- Parent/teacher conferences are held twice a year. Once in February to allow parents to share information about their child with the new class teacher for the year and again in June where class teachers will discuss the Semester 1 written report with parents.
- Teachers and parents may request interviews at other mutually agreeable times.

4.5. Students with additional learning needs

- Students with personalised learning plans (PLP) may receive a modified report checklist or comment for English and/or Mathematics. These modifications are in line with the intervention and extra support each child receives.

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5. **Personalised Learning Plans**

5.1. NCCD data

- Data will be used to determine student support options including those at risk, developing a Personal Learning Plan (PLP), provision of extra teaching support and/or referral for further assessments. The learning diversity leader will ensure that data is tracked for students who are eligible for NCCD funding or support. Evidence of student

achievement of PLP goals will be brought to Parent Support Group (PSG) meetings by the classroom teacher.

- If teachers are concerned about an individual child they are expected to refer the child to the Learning Diversity Leader. The leader will work in collaboration with the classroom teacher to ascertain the level of achievement of individual children and implement appropriate Personalised Learning Plans.
- The academic report of students may be modified for performing more than one year below the expected standard.
- Parents of children who receive Student Services support have a Program Support Group meeting each term where the child's Personalised Learning Program is developed and reviewed. These meetings are minuted and distributed to parents and relevant staff members.

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

- Students in Year 3 and Year 5 are required to complete NAPLAN tests in Literacy and Numeracy each year.
- NAPLAN tests are conducted using the online platform.
- Adjustments can be made for students with additional needs following the guidelines from the Australian Curriculum Assessment and Reporting Authority (ACARA).