



## **ST. MARY'S SCHOOL, MOORoopNA**

### **ASSESSMENT & REPORTING POLICY**

#### **RATIONALE:**

Assessment gathers evidence for teachers to make informed judgments, interpret and identify areas of strength and areas for future improvement in learning. Good assessment practice provides for the diagnosing and evaluating of individual, class and whole school learning needs. Evidence is gathered for future pathways of students learning and provides a basis for feedback to students and families.

Reporting provides clear communication to all parents, guardians and children of the overall development of the student.

#### **ST MARY'S VISION STATEMENT LINKS**

##### **Vision:**

- Children are given a quality education that provides them with the knowledge, skills and values to make informed decisions as committed contributors to society.
- Each person in our school community is unique and nurtured to achieve their full potential.

#### **GRADUATE OUTCOMES:**

All children at St. Mary's are:

Responsible, show initiative and have confidence to take their own path and reach their full potential.

Resilient, optimistic and aspire to reach their dreams

#### **BASIC BELIEFS**

We believe that

- The purpose of assessment is to gather reliable information about student progress against specific criteria and standards, to inform future planning to cater for individual learning needs.
- Accurate records of observations and assessments are required to compile information on student progress and development.
- Assessment needs to be authentic to encompass the integration of knowledge, skills and behaviour.
- The Australian Government student reporting requirements are followed which includes reporting student achievement every year against the mandated achievement standards.

#### **Key Guidelines**

All Victorian government schools are required to report on student progress against the Victorian Curriculum P-10 achievement standards.

Student reports must be issued to parents/carers at a minimum of twice per year using a five-point rating scale to show student progress and achievement at the time of reporting.

Following Foundation year, schools must report on student achievement in each domain in the course of each two-year band of schooling, in accordance with their whole-school teaching and learning plan. Schools are not required to report on each domain every semester.

Reports must include information about the age-related expected level of achievement, except in specific instances for individual students where this has been determined unnecessary by the school in partnership with parents.

## AIMS FOR ASSESSMENT & GUIDELINES FOR IMPLEMENTATION

We aim to:	We will do this by:
<ul style="list-style-type: none"> <li>Use a variety of assessment tasks that will inform all stakeholders of the students' present stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>Using assessment tasks that include a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and on-going assessment to focus teacher feedback alongside student self-assessment and reflection.</li> </ul>
<ul style="list-style-type: none"> <li>Use assessments that cater for the various learning styles students use.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising every child is a unique learner and that assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time. One test is not sufficient.</li> <li>Assessment needs to be visual, auditory, oral and tactile inclusive, to enable students to demonstrate their learning strengths.</li> <li>Observing children in a variety of situations, e.g. play, discussions, cooperative groups, working on tasks.</li> </ul>
<ul style="list-style-type: none"> <li>Use a variety of assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>Providing opportunities for Professional Development.</li> <li>Data Sources: Naplan, PAT Maths, PAT Reading, PM Benchmarks, Lexile Reading, Fountas &amp; Pennell Writing samples to be modified with Naplan criteria &amp; Victorian Curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>Analyse and use data to set goals and targets for outcomes (including students at risk)</li> </ul>	<ul style="list-style-type: none"> <li>The online Assessment site (including data wall) will be monitored at PLC meetings to gauge student progress. Students who are not progressing will become a focus to determine how we can change our teaching to improve results.</li> </ul>
<ul style="list-style-type: none"> <li>Make assessment an integral component of our curriculum planning and not something added afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>Developing assessment activities in the planning stage of an inquiry unit to meet student outcomes.</li> <li>Encouraging dialogue about assessment goals and intentions during area planning for both weekly and term overviews.</li> <li>Implementing the Inquiry Mindset Model, which emphasises assessment in the core initial planning stage.</li> </ul>
<ul style="list-style-type: none"> <li>Use good assessment that provides useful</li> </ul>	<ul style="list-style-type: none"> <li>Program Support Groups will help develop individual</li> </ul>

<p>information to report credibly to parents, students and teachers, on student achievement and develop effective partnerships to support the learning of students.</p>	<p>student learning plans containing goals for each student. Progress in goal achievement will be reported at PSG meetings and goals adjusted as necessary.</p> <ul style="list-style-type: none"> <li>• Making qualitative judgments about student performance as reliable and valid as possible.</li> <li>• Developing a strong relationship between learning outcomes, planning, assessment and reporting.</li> <li>• Documenting assessment for all strands, domains and dimensions in a variety of ways, e.g. anecdotal notes, running records, checklists, profiles, benchmarks and standards, and state and national testing.</li> </ul>
<ul style="list-style-type: none"> <li>• Make assessment clear and explicit, so that students understand what is expected from them from each assessment they encounter.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing the Inquiry Model of learning, which encourages the explicit teaching of skills and self-reflection of learning. Eg: WALTs- We Are Learning To Skills.</li> <li>• Co-construction (teacher/ students) of criteria for learning and assessment- eg: Rubrics.</li> <li>• Using a variety of Teaching and Learning Strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Use assessment methods that are valid, reliable and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Using assessment tools that are relevant to a task.</li> <li>• Moderating, where practical and appropriate, with colleagues to develop objectivity and contribute to a shared understanding of judgements being made.</li> <li>• Developing manageable record keeping systems that will provide a rich mixture of observations, results, reflections and discussions.</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage students to become more reflective about their learning and to become better learners through formal and informal methods of self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a range of opportunities and methods for self, group and peer assessment.</li> <li>• Self assessments against individual learning goals will be a regular part of student learning.</li> <li>• Providing informative and positive feedback to students about their learning.</li> </ul>
<ul style="list-style-type: none"> <li>• To assess student and school performance accurately and comprehensively against benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing and maintaining a whole school testing schedule which will include a variety of assessment strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Help all parents and guardians become aware of the students' present stages of development, to recognise achievements and to establish goals to be attained.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting to parents through newsletters, term class letters, informal and formal interviews, communication books (where applicable) parent/teacher/student interviews, Program Support Group meetings and written Reports.</li> <li>• Children will be observed in a variety of situations, e.g. play, discussions, cooperative groups, working on given tasks.</li> <li>• Assessment will be documented for all strands, domains and dimensions in a variety of ways, e.g. anecdotal notes, running records, checklists, profiles, benchmarks and standards, and state and national testing.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide a basis for reporting students' progress to teachers, parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will provide specific feedback to students as part of the learning process.</li> <li>• Teachers provide assessments to other teachers in the form of transition profiles.</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage students to become more reflective about their learning and to become better learners through formal and informal methods of self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will provide a range of opportunities and methods for self, group and peer assessment.</li> </ul>

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## EVALUATION:

This Policy will be evaluated by the Leadership team biannually. Next evaluation: 2019.

## ATTACHMENTS

### ORGANISATION & REPORTING

- Three-way interviews are conducted first and third term.
- A scheduled PSG meeting each term to discuss the learning goals and achievements for children on Individual Learning Plans.
- Informal reporting
- Meetings arranged by teacher, parent and/or principal.
- Unit Planning

### PLANNING

In planning activities and managing assessment at St. Mary's, we aim to ensure that assessment is based on a variety of tasks and is inclusive of the learning needs of all students. Multiple sources of information should be used to make judgments about specific skills and depth of understanding. Assessment tasks are to be developed with learning objectives and goals of the task in mind and must reflect the learning objectives outlined.

- Planning uses the Victorian Curriculum P-10, Source of Life , COSSI & First Steps Numeracy and Writing.
- All units of work are evaluated.
- Ongoing evaluation and assessment of the children's learning occurs through
  - Negotiated tasks with negotiated assessment criteria.
  - Self assessment and reflection (example: learning journals/ T&L strategies like PMI.)
  - Group assessment
  - Portfolios
  - Learning Journals
  - Observations
  - Presentations
  - Demonstrations
  - Peer Evaluations
  - Scheduled summative and formative assessment
- Students are placed on a progression point scale across curriculum areas for June and December written reports.
- Preps are placed on progression points for 2<sup>nd</sup> semester.
- Teachers of Children who receive Commonwealth Targeted Support use discretion regarding the inclusion of progression points scale in individual reports.\* Progression points are still recorded for each child , and filed into the school student record folder. Parents are entitled to ask for and receive a copy of the progression points .

### Data Sources

Naplan

PAT Maths

PAT Reading

PM Benchmarks

Lexile Reading

Fountas & Pennell

Writing samples to be modified with Naplan criteria & Victorian Curriculum.

### DEVELOPMENT

It is recommended that:

- There is ongoing professional development through peer coaching and planning sessions and relevant PD opportunities.
- Staff yearly review of assessment procedures

- Regular Parent feedback
- Data is regularly analysed at PLC's.
- More unit moderation, to develop objectivity and a shared understanding of assessment.