

# St Stephen's Primary School

## Assessment and Reporting Procedures



St Stephen's 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), 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.

### Rationale

At St. Stephen's we believe that our assessment and reporting should be an ongoing process, which is individual and focused on the progress of each student. Assessment and reporting practices at St. Stephen's provide the opportunity to reflect on the students' progress and plan for further learning. The parents/guardians of the student, as partners with the school in the educational process, are important elements in the students' learning.

### Definitions

#### Assessment

Assessment is a continuous process which monitors the progress of the individual student by gathering data from a variety of sources.

All assessment and reporting are based on the Victorian Curriculum and MACS Religious Education guidelines.

English and Mathematics are allocated a Victorian Curriculum achievement score in both the mid and end of year reports. All other learning areas, from the Victorian Curriculum, are allocated an achievement score in the end of year report.

Assessment is ongoing and supports student learning. Data is gathered using a variety of online platforms, teacher devised tasks, checklists, anecdotal records of observed behaviour and learning and Tier 1, 2 and 3 assessment tools, as per St Stephen's Assessment schedule.

Students keep an online learning journal using the SeeSaw app. They document and share their learning with parents on a regular, scheduled basis. This provides parents and students with instant feedback about learning.

#### Reporting

Reporting is the communication of clear and comprehensive information regarding student progress and achievement. It should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses. Reporting at St. Stephen's ensures that through its many activities, students will receive adequate indication of progress regarding:

- The full range of areas of the curriculum undertaken at each phase of schooling.
- The knowledge, skills, attitudes, values, social and personal development associated with the teaching and learning in each area.
- The content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved.

- Requirements for the next stage of learning together with prior preparatory work that may need to be done.

### Intervention

Intervention provides students with the support required to access the curriculum. This intervention is at all levels, so that students are achieving to their full potential.

### Implementation

Student data is monitored closely and discussed at facilitated team planning meetings. Students who have been identified as requiring intervention will be assessed using Tier 2 and 3 assessment tools.

Parent Support Group (PSG) meetings are arranged to implement procedures required for intervention at any level to occur. These protocols, including a detailed assessment schedule, are elaborated upon in our Intervention Policy.

Some interventions that are in place at St Stephen's are listed below. This list is revised and adjusted as needs are identified.

- ERIKsen:
- Guided Reading Groups
- Oral Language
- Trial of the Gifted Symposium (St Gabriel's and St Joseph the Worker's triad program)

The assessment and reporting process at St. Stephen's includes:

- An opportunity for parents to chat to their child/children's teacher early in Term 1 to enable open communication between the teacher and parents as to how best support their child/children's learning
- A mid and end of year report will be emailed to parents
- A mid-year interview to discuss student progress
- Interviews may be initiated by the parent and/or teacher as required throughout the year

This section sets out the steps that are taken at St Stephen's Primary 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
  - 1.2. Summative assessment
  - 1.3. Students with additional learning needs
2. Process for developing assessment tasks
3. Cycle of review of assessment practices and processes
  - 3.1. Student data
  - 3.2. Identification of data
  - 3.3. Collection of data – cycle, methods, storage, dissemination
  - 3.4. Analysis of data
  - 3.5. Interpretation of data
  - 3.6. Use of data to inform teaching and assessment practices

4. Reporting practices
  - 4.1. Formative assessment
  - 4.2. Summative assessment
  - 4.3. Written reports
  - 4.4. Student/teacher/parent conferences
  - 4.5. Students with additional learning needs
  - 4.6. Students with additional needs
5. Personalised Learning Plans
  - 5.1. NCCD data
  - 5.2. Participation in national testing programs such as NAPLAN, PISA
6. Senior secondary assessment and reporting policies, procedures and practices