

Stella Maris Catholic Primary School

Assessment and Reporting Procedures



Stella Maris 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).

At Stella Maris, coordination of the Assessment and Reporting Schedule and analysis of Foundation to Year Six data is the responsibility of the Leadership Team in partnership with teachers.

At Stella Maris we have the *Master Strategic Planning, Assessment and Reporting schedule* that determines when and how assessment will occur. Teachers are released from class to administer individual testing

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Formative Assessment refers to all those activities undertaken by teachers, and students self-assessing, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Observations and rich assessment tasks are used as invaluable guides to learning, with clear, purposeful learning intentions and success criteria. The feedback gives each student guidance on closing the gap between where they are now, and where they are going.

1.2. Summative assessment

Summative Assessment refers to end-of-unit assessment tasks or formal assessments tools.

This informs and guides teachers in implementing the next stage of learning. Continued monitoring and assessment connects naturally with what has been taught and what will be taught. This is achieved through the use of a range of assessment strategies and classroom experiences that assist teachers to:

- Gain a clear picture of each student's level of competence and understanding.
- Make decisions regarding planning for class and small groups.
- Group students for focused teaching.
- Inform parents of their child's progress.

At Stella Maris the following assessment tools are used:

English - Foundation - Year 2

- Observation Survey Diagnostic tools and Reading analysis - running record
- Fountas and Pinnell Literacy Benchmark kit
- Progressive Achievement Test - Comprehension and Spelling tests
- Australian Criterion scale to assess writing
- Moderation of writing tasks and work samples
- Oxford Word List Spelling Tests 1-3
- Initial Assessments

English - Year 3 - Year 6

- Fountas and Pinnell Literacy Benchmark kit
- Progressive Achievement Test - Comprehension and Spelling
- Australian Criterion scale to assess writing
- Moderation of writing tasks and work samples

Mathematics - Foundation - Year 2

- Learning Framework in Number Assessment
- Peter Westwood Basic Facts Test
- Essential Assessments tests - an online mathematics program
- Progressive Achievement Test - Mathematics
- Moderation of maths tasks and work samples
- Pre/Post Testing in relevant maths topics

Mathematics - Year 3 - Year 6

- Learning Framework in Number Assessment
- Peter Westwood Basic Facts Test
- Essential Assessments tests - an online mathematics program
- MFacts - an online multiplication facts program
- Progressive Achievement Test - Mathematics
- Moderation of maths tasks and work samples
- Pre/Post Testing in relevant maths topics

1.3. Students with additional learning needs

Teachers consider the needs of their students when planning, assessing and reporting. The integration of Action Plans and Personalised Learning Plans (PLPs) into teaching practice caters to those students identified as “At Risk”.

2. Process for developing assessment tasks

2.1. Pre/Post testing

Classroom teachers work within their Community Team. Teachers will be allocated roles within that team for curriculum planning - namely, English planning, Mathematics planning and Discovery and Encounter planning. Teachers and the Curriculum Coach will plan rich unit activities and pre/post unit assessments.

2.2. Formal Assessment Tools

The Leadership Team will research best practice and innovative ideas in Assessment and Reporting and select the formal assessment tools used at Stella Maris.

3. Cycle of review of assessment practices and processes

Monitoring of our assessment and reporting practices are built into an ongoing cycle of review and evaluation and involves learners, teachers and parents.

3.1. Student data

Stella Maris will collect assessment data for each student to identify current learning progress.

3.2. Identification of data

The type of data to be collected has been determined by the Leadership team in the choice of formal assessment tools. Stella Maris uses yearly Google Spreadsheets to track student progress. This data is accessible to all staff.

3.3. Collection of data – (cycle, methods, storage)

The *Master Strategic Planning, Assessment and Reporting schedule* determines the cycle of when data will be collected.

Where appropriate assessment data will be held in paper form and/or electronic form. Assessment data held electronically only identifies student by name and/or age and is only accessible to teachers within the Stella Maris internet network.

3.4. Analysis of data

Analysis of data and moderation of tasks are scheduled during staff meeting times.

Stella Maris will host two 'Data Analysis Days' for English and Mathematics during Term 1 and Term 3. Each community team will meet with the respective Curriculum coach to identify and analyse the data of students 'at risk high' or 'at risk low' and 'students at risk of not making 12 months for 12 months growth'. From 'data day' the learning area teacher will be able to set a goal of what next to support the students.

Curriculum coaches will also analyse NAPLAN results with the staff and discuss student strengths and weaknesses which will inform teaching practices.

3.5. Interpretation of data

Curriculum coaches will help teachers interpret data as applicable. The interpreting of data will assess student progress and determine the 'where to next' in student learning.

3.6. Use of data to inform teaching and assessment practices

Data gathered from a range of assessment strategies and classroom experiences assists teachers to:

- Gain a clear picture of each student's level of competence and understanding.
- Make decisions regarding planning for class and small groups.
- Group students for focused teaching.
- Inform parents of their child's progress.

4. Reporting practices

4.1. Formative assessment

Teachers will make formative assessments during their teaching practice. Notes should be kept about student learning and may include direct quotes from the student as these may be included in the students written reports.

Formative assessment tasks may be included in student Learning Portfolios (a display book) they will be used by the student to showcase their learning during student/teacher/parent conferences.

4.2. Summative assessment

Teachers conducting Summative assessments will collect and store the students paper assessments in a curriculum folder by student name. When the student progresses to a new teacher this folder is handed over to the new teacher during "teacher handover" process. Only the latest assessment is retained unless otherwise required.

4.3. Written reports

Stella Maris complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. 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

At Stella Maris, we welcome informal ad-hoc discussions with parents/guardians and teacher or learner and teacher to discuss student learning.

All students participate in informal learning conversations about goals, encouraging thinking and reflecting about where they need to go and how to get there.

We have formal discussions:

- Get to know you interviews - between parents/guardians and teacher during term 1.
- Three Way learning conversations - between student, parents/guardians and teacher during term 3.
- Student led learning conferences - between student and parents/guardians during term 4.
- Note - The student conferences are an opportunity for the student to showcase their learning and state their learning goal. Should the parent/guardian wish to discuss more private concerns with the teacher then a separate appointment is to be arranged.

4.5. Students with additional learning needs

Students with additional learning needs will have a Personal Learning Plan and will have at least 2 Parent Support Group Meetings (PSGs) a year. This is a formal meeting to discuss student progress and share additional information.

5. Students with additional learning needs

5.1. Personalised Learning Plans

Each student with an identified disability or requires frequent and considerable adjustment to their learning are considered 'at risk low' or 'at risk high' and the data demonstrates this will have a Personalised Learning Plan (PLP).

The PLP will record goals for that student and the adjustments/plans to help the student achieve the goal. The PLP will also record whether the goal was achieved.

The Learning Area teacher will create the goals and may use the Learning Adjustment Coaches to support goal creation. These will be presented to the parents/guardians/carers during the Parent Support Group (PSG) meeting held each term. Goals may be modified during the PSG meeting.

The community Learning Adjustment Coaches will group the students' goals together and create timetables for the Learning Support Officers (LSOs) to support the students achieve their goals.

5.2. NCCD data

Schools must complete the Nationally Consistent Collection of Data on School

Students with Disability (NCCD) every year. It counts the number of students who receive additional adjustments or “help” at school because of a disability. The NCCD helps governments plan for the needs of students with disability.

Reference: CECV ‘NCCD Information Sheet for Parents, Carers and Guardians’

At Stella Maris any student with a Personalised goal documented on PLP with specific adjustments made to their learning for 10 weeks or more is counted towards NCCD data.

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

At Stella Maris all students in Years 3 and 5 participate in the National Assessment Program - Literacy and Numeracy (NAPLAN).

“NAPLAN is a point-in-time assessment that allows parents to see how their child is progressing in literacy and numeracy against the national standard and compared with their peers throughout Australia. At the classroom level, NAPLAN provides additional information to support teachers’ professional judgement about student progress.

ACARA (Australian Curriculum, Assessment and Reporting Authority) encourages students to participate in NAPLAN tests based on their needs identified through the Nationally Consistent Collection of Data on school students with disability (NCCD).

Adjustments are available in NAPLAN tests for students with disability to support students’ access to the tests.”

Reference: <https://www.nap.edu.au/naplan/parent-carer-support>

Participation by all students is expected, however, in certain circumstances students may be exempted or withdrawn from the testing program by their parent/carer. A formal application must be received by the principal prior to the testing.

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

Not applicable at Stella Maris Catholic Primary School.