

St Roch's Parish 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). This section sets out the steps that are taken at St Roch's to adhere to the rules of the policy and achieve the policy purpose.

Methods used to assess student learning progress and achievement

1.1. Formative assessment

At St Roch's pre and post assessment tasks, teacher created tasks, writing sample analysis, running records, Essential Assessments (Mathematics), Maths Assessment Interview (MAI) are used to improve teaching and learning.

Teaching is informed by regular ongoing monitoring. Teachers make observations, adjust their teaching, modify delivery, provide feedback, establish learning goals with students and support students to track their learning against success criteria. Classroom teachers take anecdotal notes and assessment notes, adjust learning as they make observations of students' attainment and record in their focus books to guide next steps of teaching and learning. This follows our established learning and teaching cycle.

1.2. Summative assessment

Progressive Achievement Tests (PAT) in Reading and Mathematics and NAPLAN.

1.3. Students with additional learning needs

Students are assessed using the agreed assessment following our assessment schedule assessments and then further targeted assessment is undertaken by the Literacy Leader, Mathematics Leader or Learning Diversity Leader. Additional external therapists may be invited to complete assessments if required. Students with additional learning needs have a Personalised Learning Plan created with personalised learning goals established in consultation with the classroom teacher, Learning Diversity leader and the parents each term. This PLP is evaluated and shared with parents at the Program Support Group meetings held each term.

Assessment at St Roch's is continuous and will:

- Address all areas of the curriculum
- Identify appropriate standards and the criteria used to measure student achievement and growth in line with the progression of learning in the Victorian Curriculum.
- Provide a range of methods of assessment to cater for the different learning styles and needs of students
- Provide differentiated assessment dependent on the curriculum area
- Provide information on the attainment of student knowledge skills and behaviour to inform the next steps in learning and teaching - Assessment for Learning
- Provide ongoing, constructive feedback and opportunities for student reflection and self assessment to support future learning goals - Assessment as Learning
- Use evidence of student learning to make judgements on student achievement against goals and standards in relation to the Victorian Curriculum and at the completion of a learning and teaching cycle - Assessment of Learning
- Be analysed regularly by individual teachers, teaching teams and the Leadership team
- Inform the adjustments made to grouping, teaching goals, learning intentions, success criteria and text selection

Process for developing assessment tasks

Curriculum standards are considered when planning teaching activities and preparing assessments. Pre and post assessment tasks are used to pinpoint what the students already know, what the next step in learning will be and to highlight student growth.

- Classroom teachers use data to differentiate learning and teaching and to group students during Literacy and Mathematics sessions
- Planning documents include Victorian Curriculum content descriptions across levels and teachers refer to this when planning and assessing learning
- Classroom teachers meet twice a term with Literacy, Mathematics, Religious Dimensions and Learning and Teaching Leaders to analyse student data, monitor progress and inform future learning.
- Teachers collaboratively discuss students with the specialist staff to inform them of the classroom adjustments and differentiated learning goals and supports that are in place.
- Data is reviewed to ensure students learning is set at their point of need and teaching is targeted within the students ZPD.

Cycle of review of assessment practices and processes

- St Roch's Parish Primary School has developed a Prep to Year 6 Assessment Schedule and Data Plan. All teaching staff and curriculum leaders are aware of the schedule and complete assessments in a timely manner, in accordance with the schedule.
- All running record data and MAI Place Value data is displayed on a Growth Data Wall and analysed by staff twice a term before Case Management Meetings.
- All running record data and MAI Place Value data is recorded on a Digital Data Wall on the Google Assessment site to track student growth.
- Literacy and Mathematics data is analysed by staff during PLM's to identify starting points for instruction, to consider individual student needs, to establish groups of students with similar needs and to plan for intervention and extension.
- All standardised assessments are recorded on Google Sheets and are housed on the Google Assessment site.
- Regular and allocated times are set aside for collaborative discussion and analysis of data and strategies for continuous improvement of student outcomes.
- Staff have access to all data
- All NAPLAN data is presented to staff in Term 4. This information is then used to refine teaching goals and to set annual action plans for the following year.
- NAPLAN data and PAT results can be accessed by all staff
- Summative assessment during the year (NAPLAN) and PAT assessment at the end of the year enables staff to measure growth attained and plot progress against school and national targets.

Reporting practices

- Both formative and summative assessment data is used by teachers when reporting to parents.
- Written reports are prepared and student achievement is reported to parents twice a year using a five-point scale system and descriptive comments.
- Student/Teacher/Parent Conferences occur formally twice a year in February and June while informal learning conversations may be conducted online, in person or over the telephone. All communication between parents, students and teachers is recorded on a record of conversation proforma.
- Students with additional learning needs or a disability attend Program Support Group meetings termly with the classroom teacher, Learning Diversity Leader and Principal or by negotiation to establish individual learning goals and adjustments and to allow the student to access the curriculum.
- There may be specific instances where St Roch's decides in partnership with individual students and their parents/carers that an alternative to a full report for that student is appropriate.

Personalised Learning Plans

1.1. NCCD data

The schools Learning Diversity team, consisting of the Learning Diversity Leader, Principal, Literacy Leader, Mathematics Leader, Student Wellbeing Leader and School Psychologist meet regularly to analyse data sets and identify students most vulnerable. Students' social, emotional, cognitive and physical needs are considered.

Literacy and Mathematics intervention is established to meet the needs of these identified students and interventions are matched to the student of concern. The intensity and frequency of this intervention is established. Students may receive one to one or small group intervention.

Pre and post test assessments are administered to track growth and the impact of the intervention. Subsequent data is monitored closely by the team.

If the students are not making the expected gains then further interventions are selected.

The Learning Diversity Leader meets with the classroom teachers at scheduled, individual Facilitated Planning sessions each term to evaluate, monitor and develop Personalised Learning Plans for students with additional learning needs or disability/ (NCCD students).

Personalised Learning goals are established in accordance with the students needs, the curriculum and modifications are implemented.

The Learning Diversity Leader, Principal and classroom teacher meets with the parents of these students once a term to share student achievement, progress and the plans in place to support access to the curriculum for their child.

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

Each year, ACARA and test administration authorities (TAAs) in each state and territory provide information and support to schools to ensure they understand what is required to support the administration of NAPLAN tests. St Roch's participates in NAPLAN each year with Years 3 and Year 5 participating.

An analysis of NAPLAN data is presented to staff in Term 4. This information is used to refine teaching goals and to support the Annual Action Plan.

Related Polices and documents	Learning and Teaching Policy, English Policy and Mathematics Policy
References	VCAA Website
Staff Members Involved	School Leadership Team
Date of Review	August 2021
Source	MACS