

St Dominic's Primary School Assessment and Reporting Procedures



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS



St. Dominic's
Primary School

St Dominic'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.

This section sets out the steps that are taken at St Dominic'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

School processes: Formative assessment is used as a part of the ongoing process to collect data about student growth and achievement. Formative assessments include, pre and post test data, anecdotal records, student work samples and teacher/student conversations. This data is used to initiate case management meetings and is displayed on data walls during Professional Learning Team meetings.

1.2. Summative assessment

School processes: Summative assessments, such as NAPLAN, PAT are administered yearly and used to identify student growth and trends over different periods of time, i.e. yearly, relative growth between Year 3 and 5 in order to highlight areas of strengths and challenges across the curriculum to inform future planning.

1.3. Students with additional learning needs

School processes: Students with additional needs are catered as a part of the school's Learning Diversity and Student Wellbeing programs and processes. Students with academic needs have a Personalised Learning Plan in place, created in conjunction with parents, class teacher and Learning Diversity Leader. Parents are invited to attend termly School Support Meetings, where individual Learning goals are assessed, reviewed and modified if necessary for the upcoming term. Learning Support Officers, class teachers and curriculum leaders work with students with additional learning needs by supporting in the classroom and providing intervention programs such as Levelled Literacy Instruction, MSL, Reading Recovery, Number Intervention and ERIK. Students with behavioural or social emotional needs may also have a Personalised Learning Plan or Behaviour Support Plan in place with goals that are assessed and reviewed during School Support Meetings. Circle Time, Restorative Practices, Social Skills groups and The Resilience Project (or other Social Emotional Learning program) are in place to support social and behavioural needs of students. The Student Wellbeing Leader works collaboratively with teaching staff to support the needs of all students.

2. Process for developing assessment tasks

School processes: Assessment tasks are created during the planning stage for every unit of work. Learning Intentions and Success Criteria are constructed based on the Victorian Curriculum and used to assess student work.

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

School processes: Data is used regularly and in a timely manner as a part of the school's ongoing assessment schedule and data plan. The Assessment Schedule outlines the type, purpose, frequency and administration of each assessment used. The data is kept in a central location for all staff to access. Once assessments have been completed, curriculum leaders meet with class teachers to analyse the data, identifying any students that might require further Tier 2 assessments and intervention. Formative assessment in English and Mathematics continues throughout the year, with pre and post testing, running records and writing moderation to ensure that all students' academic needs are being addressed. Teaching staff meet on a weekly basis with curriculum leaders to use the data to plan units of work.

4. Reporting practices

4.1. Formative assessment

School processes: Formative assessment is used to give regular feedback to students. This is in the form of individual goal setting, Seesaw communication, Student led Conferences and teacher student conversations.

4.2. Summative assessment

School processes: Summative assessment is collected as part of the school's Assessment Schedule. The data is used by school leaders in conjunction with teaching staff to evaluate the effectiveness of the learning and teaching in the school and tracking student growth within cohorts. Teaching staff may also create summative assessments to evaluate student performance at the end of units of work.

4.3. Written reports

School processes: St Dominic's offers two different opportunities for teachers, parents and students to meet and discuss student achievement. In Week 3 of Term 1, parents are invited to meet with teachers to talk. The purpose of this conference is for parents to hand over information they believe to be relevant about their child. The teacher provides a snapshot of information regarding how students have settled into school. In Week 10 of Term 2, Student Led Conferences are held. These follow a prescribed structure whereby students share achievements in learning and set learning and social goals.

4.4. Student/teacher/parent conferences

School processes: Ongoing communication is encouraged and fostered. Formal School Support Meetings take place each term, however regular communication takes place between teaching staff and parents to address the ongoing needs of any student identified as having an additional learning need.

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5. Personalised Learning Plans

5.1. NCCD data

School processes: NCCD data is collected as per MACS requirements.

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

School processes: The students in Years 3 and 5 participate in the annual NAPLAN testing. Data from this testing is viewed and analysed as a school to identify future focus areas in Literacy and Numeracy.