St Joseph's School, Crib Point

Assessment, Data and Reporting Procedures

MELBOURNE ARCHDIOCESE CATHOLIC SCHOOLS

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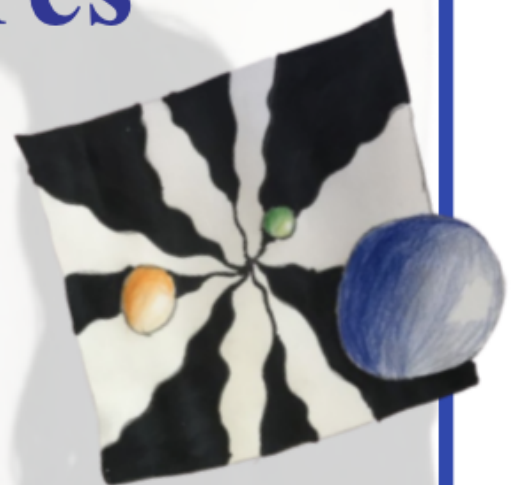
St Joseph's, is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Rationale

At St Joseph's Primary School learning we are dedicated to the ongoing growth of all members of our community. This is driven by a commitment to the highest standards for all, based on research, data analysis, professional collaboration and reflective practices.

Assessment is a means of uncovering the narrative of our learners: their progress, success and challenges in learning. It is the ongoing process of gathering, analysing, and interpreting data about learners' progress and achievement to improve learning and to support growth along a learning continuum. Deeply embedded in the learning and teaching cycle, the assessment process provides reliable and valid evidence of a student's learning and informs adjustments to teaching strategies that influence the nature, amount and rate of learning. (Horizons of Hope: Assessment Statement)

This section sets out the steps that are taken at St Joseph's, to **adhere to the rules of the policy and achieve the policy purpose.**

- Assessment of student learning progress and achievement
  - .1. Levels of assessment
  - .2. Tier One assessment
  - .3. Tier Two assessment
- Process for developing assessment tasks
- Cycle of Review of Data
  - .1. Student Data Identification and Collection
  - .2. Analysis and Interpretation of data
  - .3. Use of data to inform teaching.
- Reporting practices
  - .1. Formative assessment
  - .2. Summative assessment
  - .3. Written reports
  - .4. Student/teacher/parent conferences
  - .5. Students with additional learning needs
  - .6. Students with additional needs
- Personalised Learning Plans
  - .1. NCCD data
  - .2. Participation in national testing programs such as NAPLAN, PISA

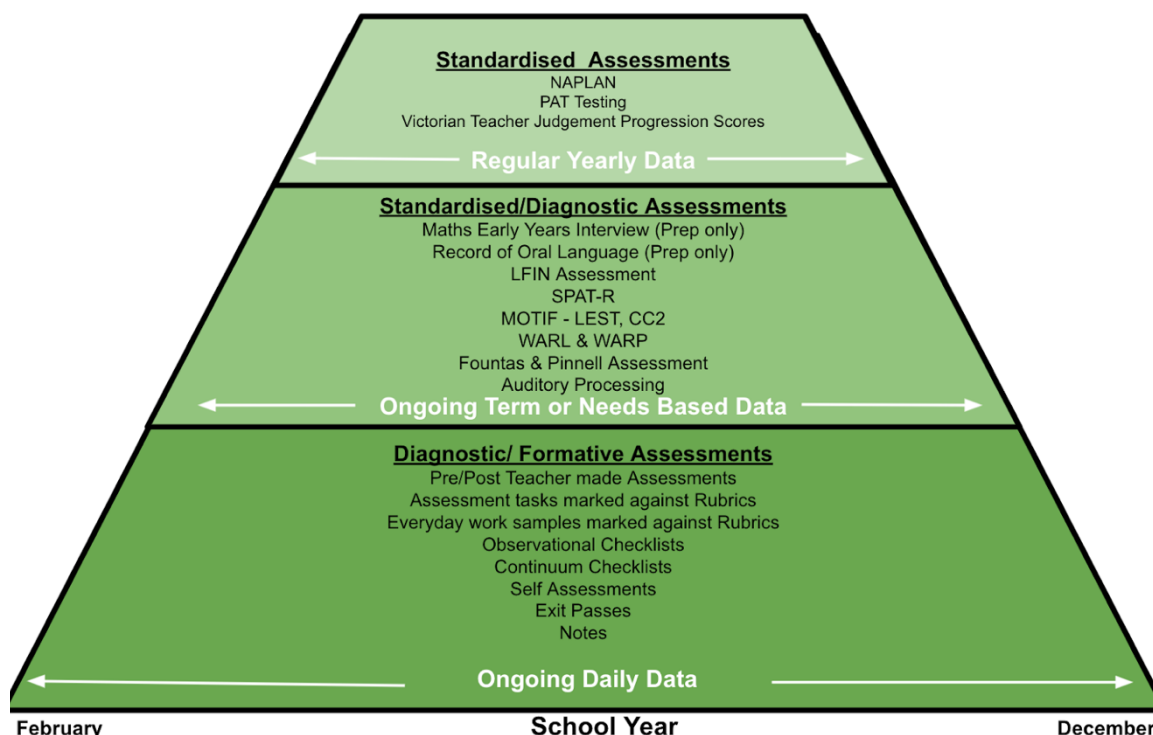# 1. Assessment of Student Learning Progress and Achievement

1.1 - Levels of Assessment

Assessment at St Joseph's School uncovers evidence of a learner's journey in both progress and challenge – uncovering their own learning narrative. Authentic, varied and diverse assessment pays attention to every learner and honours the sacred dignity of each through local assessment, which demonstrates an understanding, valuing and a knowing of each learner in the community. (Horizons of Hope: Assessment Statement). A variety of authentic assessment tools are explored in order to gain a deep understanding of students' strengths and needs. As well as to inform practices within learning communities and the whole school community.
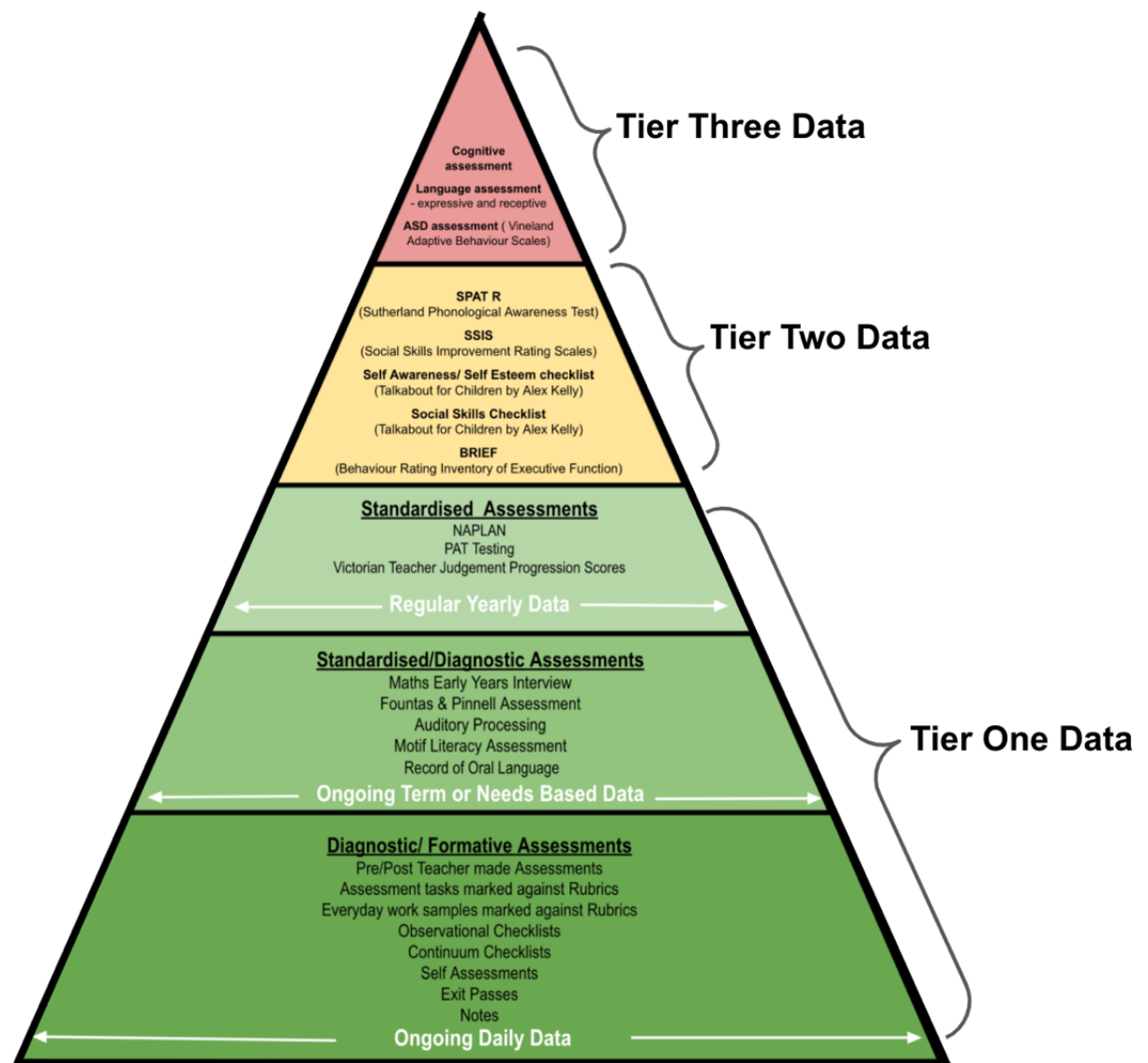
1.2 - Tier One Assessment

Tier One assessments the tools teachers use to plan for, inform and reflect on their teaching practices. These include ongoing **diagnostic and formative assessments** used throughout the school year, **standardised and diagnostics assessments** used on a term or needs basis, and system based **standardised assessments** used once or twice a year.
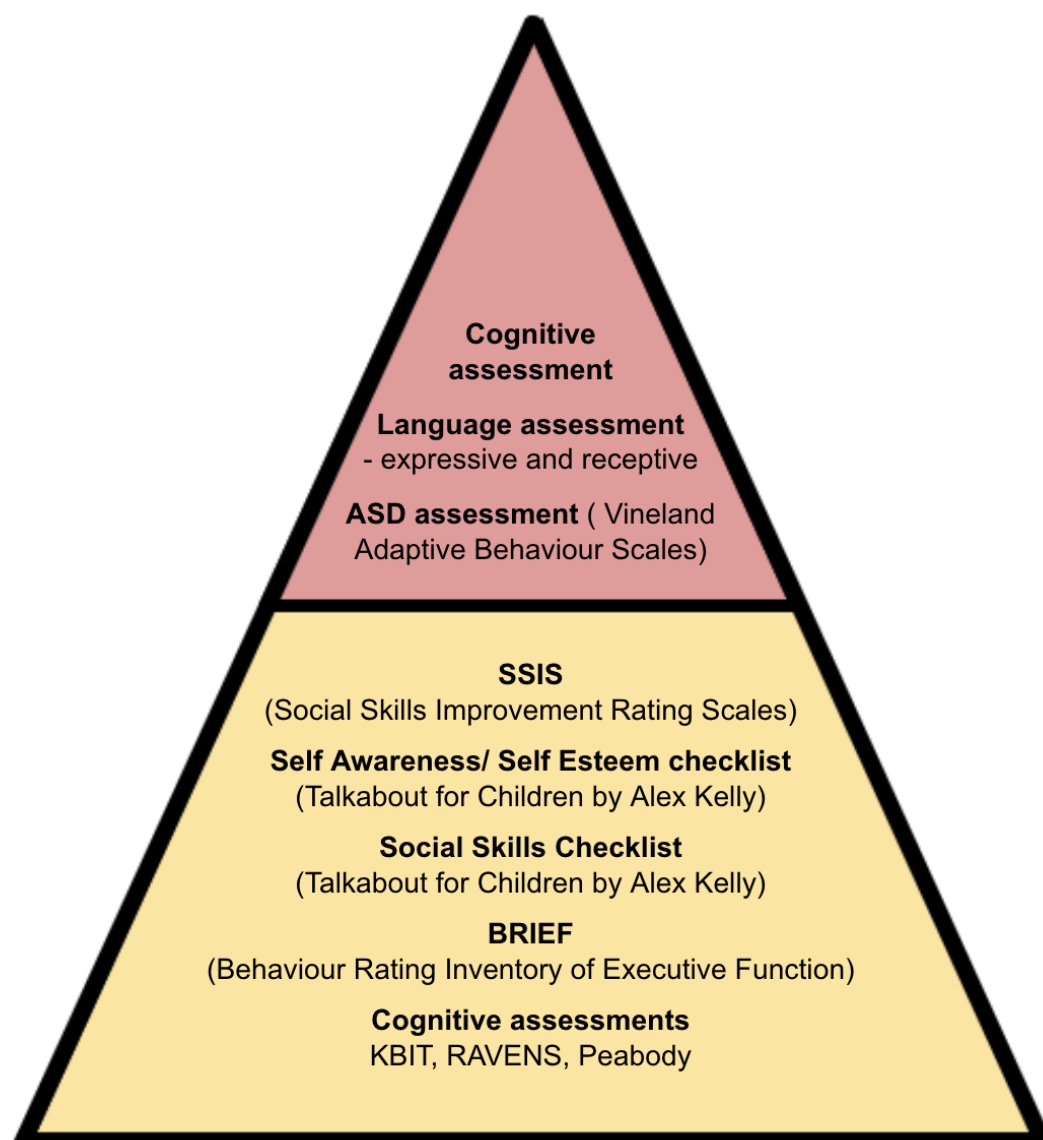
Standardised Assessments
NAPLAN
PAT Testing
Victorian Teacher Judgement Progression Scores

→ **Regular Yearly Data** ←

Standardised/Diagnostic Assessments
Maths Early Years Interview (Prep only)
Record of Oral Language (Prep only)
LFIN Assessment
SPAT-R
MOTIF - LEST, CC2
WARL & WARP
Fountas & Pinnell Assessment
Auditory Processing

← **Ongoing Term or Needs Based Data** →

Diagnostic/ Formative Assessments
Pre/Post Teacher made Assessments
Assessment tasks marked against Rubrics
Everyday work samples marked against Rubrics
Observational Checklists
Continuum Checklists
Self Assessments
Exit Passes
Notes

← **Ongoing Daily Data** →

February   **School Year**   December

Yearly Assessment Schedule

	Term One	Term Two	Term Three	Term Four
Yearly Data	• **Foundation (1&2 As needed) -** Record of Oral Language • **F-6 -** Auditory Processing	• Yr 3 & 5 - NAPLAN • Yr 2-6 - PAT R & M- Adaptive • LNIF - Number Assessment		• Yr 2-6 - PAT R & M- Adaptive • Yr 3-6 - PAT Grammar and Spelling • LNIF - Number Assessment
Term Data	• **Foundation -** Maths Early Years Interview • **F-2 -** Initial Lit Screener • **2-6 -** Fountas & Pinnell Assessment • **Year 1** - WARL at end of term • **Year 2** - WARP at end of term	• **2-6 -** Fountas & Pinnell Assessment Writing Sample for Moderation • **Year 1** - WARL at end of term • **Year 2** - WARP at end of term	• **2-6 -** Fountas & Pinnell Assessment • **Year 1** - WARL at end of term • **Year 2** - WARP at end of term	• **2-6 -** Fountas & Pinnell Assessment Writing Sample for Moderation • **Year F-1** - WARL at end of term • **Year 2** - WARP at end of term
Needs Data	• Maths Early Years Interview • Auditory Processing • Motif Literacy Assessment		• SPAT • Record of Oral Language • WARL	
Ongoing Data	• Pre/Post Teacher made Assessments • Assessment tasks marked against Rubrics • Everyday work samples marked against Rubrics		• Observation & Continuum Checklists • Self-Assessments • Exit Passes • Notes	

It is the responsibility of the classroom and learning community teachers to engage their students in these assessments according to our school assessment schedule. As a learning community, leaders, teachers and learners then learn alongside one another, as they uncover evidence that informs both learning and teaching.

1.3 - Tier Two and Three Assessment

Evaluating evidence of learning ensures effective monitoring of growth for every student along a learning continuum. Working individually or collaboratively, educators come to valid, consistent and on-balance judgments of achievement and critically question the impact of their decisions on student learning. These decisions inform future adjustments to teaching strategies in order to design effective learning experiences for all students (Horizons of Hope: Assessment Statement).

Cognitive assessment

Language assessment - expressive and receptive

ASD assessment (Vineland Adaptive Behaviour Scales)

SSIS (Social Skills Improvement Rating Scales)

Self Awareness/ Self Esteem checklist (Talkabout for Children by Alex Kelly)

Social Skills Checklist (Talkabout for Children by Alex Kelly)

BRIEF (Behaviour Rating Inventory of Executive Function)

Cognitive assessments KBIT, RAVENS, Peabody

Through collaborative reflection and analysis teachers can identify those students who require Tier 2 and 3 adjustments to support them in their learning journey. Students who are considered for adjustments at these levels are the focus of targeted data-based interventions. At this level staff may engage students in further assessments as outlined below. These assessments will often be carried out by adjustment staff or off campus professionals.

2. Process for Developing Assessment Tasks

Focussed assessment, frequently involves the development of rich assessment tasks to engage students. This requires careful attention to what is required of students, the responses of students to the tasks and how task performance informs learning and instruction. At St Joseph's school, teachers engage in a planning spiral that ensures assessment tasks are designed based on curriculum and system documents.
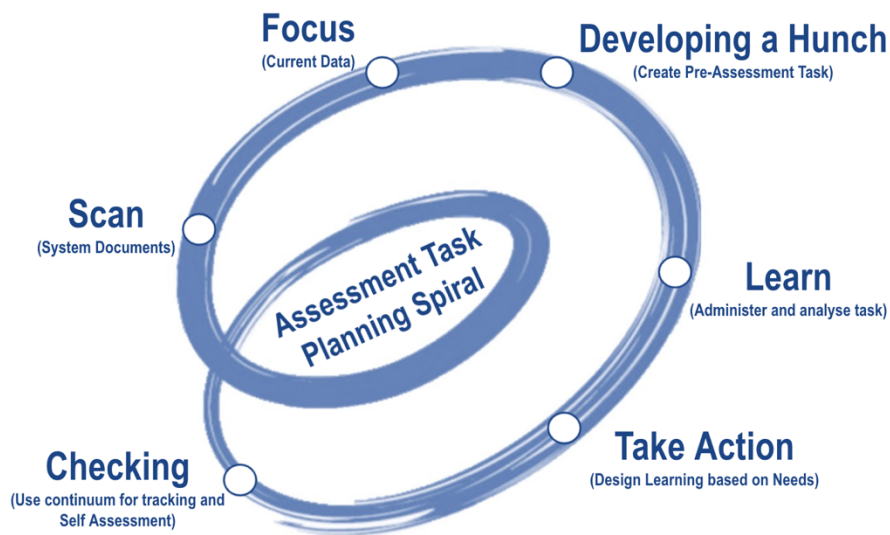
Scan – System Documents
Teachers consult the Victorian Curriculum, School policies and other system documents to identify the developmental and curriculum expectations in the identified curriculum area.

Focus – Current Data
Teachers also consult their current data to identify a possible starting point that will assess and build on students current knowledge.

Developing a Hunch – Create a Pre-Assessment Task
Teachers then work with leaders and community teams to design open ended assessment tasks connected to the curriculum and system documents. Teachers may also create a continuum or rubric to help assess the task.

Learning – Administer and Analyse Task
Teachers administer assessment tasks as a community. They design scaffolds for students who need support to engage and extending prompts to ensure they have a clear understanding of all of the needs of the students in their community.

Take Action – Design Learning Task Based on Needs
As a community teachers engage in the data analysis process (see section 3) and then use the analysis to design learning tasks to build on the learning of all students. As part of this design they also create Know, Do, Be statements for teachers and students to use to track their progression of learning.

Check In – Use Continuum for Tracking and Self-Assessment
Teachers and students use continuums and rubrics to track learning throughout the learning process.

3. Cycle of Review of Assessment Data

Assessment in a Catholic school is deeply embedded in the learning and teaching cycle. As evidence of learning is uncovered, teachers and students use this to inform future learning and teaching opportunities. At St Joseph's data is analysed through collaborative conversations following the inquiry spiral process.

The inquiry process involves teachers in **Scanning** all data, **Focusing** on patterns within the data, **Developing a Hunch** about the implications for practice, **Learning** more about this information by looking at multiple data sources. Teachers then respond to this analysis by going deeper into the **Learning** phase, through research into the current policies of the school and current educational research into best practice. They then **Take Action** by planning a pathway for improvement and implementing these actions. Finally, they reflect on the actions by **Checking** on the growth of students and reflecting on the success of the plan.

3.1 - Student Data Identification & Collection		
Scanning Gathering and Collecting the data		
What's going on for learners?		
Action	**Where do I find the data?**	**Collaborative Conversation Questions**
Teachers and leaders to collect relevant datasets	• Pre/post tests • Assessment tasks marked against rubrics • Work samples marked against rubrics • Continuum checklists (tracking sheets) • Observational checklists/anecdotal records • Self-assessments • Standardised assessment	• Which data sets are relevant for the literacy and numeracy improvement of my students? • Will I need to refer to past reports, assessments, anecdotal records? • Will I need to administer additional diagnostic measures?
3.2 – Analysis & Interpretation of Data		

Focussing Understanding the data		
Where will concentrating our energies make the most difference?		
Action	**What did I find?**	**Collaborative Conversation Questions**
Teachers to individually reflect on the datasets Teachers and leaders engage in collaborative conversation to analyse data	- What is this data telling me? - Does this align with what I already know? - Which patterns have emerged? - What doesn't the data tell us?	- What is this data telling me about this student and/or class? - Does this align with what I already know? - How does my class data compare to the rest of the year level? - How do they compare with state and national data sets? - What are the patterns? - Are they any particular students with irregular responses
Developing a Hunch Making Meaning of the data		
How are WE contributing to the situation?		
Action	**What do I think is happening here?**	**Collaborative Conversation Questions**
Teachers and leaders engage in collaborative conversation to reflect on needs and strengths identified in the data	- Which pattern in the data is most significant for the cohort? individual student? - Which aspect of the curriculum does it relate to? - Has this been explicitly taught in class? How am I impacting the learning of all students? How do I know? - How do I select what is to be taught? Are my expectations for all students high enough?	- What are the main messages in my class data? - Which aspects of literacy/numeracy do they relate to? - Are there gaps in my curriculum/program? - Who are there students who have gaps in their learning?
Learning Verifying the data		
How and where will we learn more about what to do?		
Action	**Which data will I consult to support my actions?**	**Collaborative Conversation Questions**
Teachers and leaders consult other sources of data to confirm analysis Where relevant teachers "Tag" students on the school data wall	- Do the patterns identified in this data set correlate with those found in other data? - Is there supplementary data to support the inferences being proposed?	- Have I seen these patterns in other data sets? - Is the individual student data on NAPLAN similar to A-E Academic grading? - What are the implications here for my planning and pedagogy? - Who could offer support?

3.3 - Use of Data to Inform Teaching

Learn

Research a response		
How and where will we learn more about what to do?		
Action	***What do I ask of the data?***	***What do I ask as a teacher?***
Teachers work with leaders and colleagues to explore policies and research for ways to adjust current practices to impact the data.	- Is the evidence strong enough to warrant a modification of current teaching and learning? - What aspects of learning have been identified in the data? - Do they align with the overarching policies, goals and targets of the school - Will I need to adjust my pedagogy? - How do we ensure that the use of data considers emotional connectedness and cognitive insights?	- In which area(s) of learning do I want to see improvement? - Do these align with the school's overall goals and targets? - How will I go about it? - Will I need to reorganise my timetable, specialist personnel, material resources? - What does the research say about best practice in this area? Does my current practice reflect this? - Is there any professional learning I need to undertake?
Take Action Implement planned response		
What can we do differently to make enough of a difference?		
Action	***What do I ask of the data?***	***What do I ask as a teacher?***
Teachers plan adjusted practices with leaders and colleagues. Teachers track students' learning during adjusted practice.	- What will be the steps in my action plan? - Are there organisational aspects to consider (personnel, timetabling, data collection and collation)? - What are the time frames for the action plan? Are there modifications that can be made immediately? - Do I require professional development? - Are modifications to teaching required?	- For which children is this intervention relevant? - How will I gather the data? Collate? Record? - Will I need any assistance? - Will this be a short-term or long-term intervention/research?
Checking Test the impact and results of implementation		
Have we made 'enough' of a difference?		
Action	***What do I ask of the data?***	***What do I ask as a teacher?***
Teachers reflect on adjusted practices with leaders and colleagues. Teachers continue to adjust practices where needed. Teachers and leaders update student 'Tagging" on the school data wall.	- Were quality assessment measures used? - How well did the student sample perform? - Were the targets met? - Did the data confirm the success of my action plan? Where to from here? - Was the intended purpose achieved?	- How am I going to assess for improved learning outcomes? - How did my students perform? - Is this what I was expecting? - Did I meet my goals and targets? - What have I learned from this intervention/research cycle? - Would I follow the same processes next time? - Has the student response data changed? If so, how?

	• If completing this cycle again, what could be done differently? • What did analysis of data collected reveal? • Has there been any change in the major focus or goals and targets as a result of the activity? • Are there curriculum implications? • Do outcomes require a new direction? • What is the next step to achieve major goals and targets?	• Are there messages here for curriculum review? • Has this new data changed my teaching focus • What would I do differently next time?

4 – Reporting Practises

St Joseph's School undertakes a range of student assessment and reporting activities to inform and support student learning. Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers:

- **Student reporting**: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- **School reporting**: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress

At St Joseph's we recognise that each child's success in school relies on a strong partnership between home and school. To strengthen this partnership we aim to share every child's learning journey throughout their primary years through written reports, student led conferences, learning expos and through an online learning journal.

4.1 - Formative assessment (Assessment for learning)

Formative assessment allows students and teachers regular opportunities to monitor learning. Students engage in a variety of embedded formative assessment tasks so teachers can 'check in' on student progress regularly throughout a lesson or series of lessons.

Teachers use formative assessment information to plan targeted learning experiences and provide clear and specific feedback to each student to assist them to understand what they need to do to move their learning forward.

4.2 - Summative assessment (Assessment of learning)

Teachers must also make judgments about student learning against the achievement standard for summative reporting purposes. The purpose of summative assessment, or assessment of learning, is to judge the extent and quality of student learning at a point in time. Teachers use a range of assessment tools to make summative judgements about student learning including student/teacher consultation, focused analysis of work samples and teacher observation.

4.3 - Written report

The purpose of twice yearly reporting is to provide parents/caregivers and students with a summary overview of achievement and progress for the current reporting period. This report summarises evidence of student learning about how the student is achieving, provides feedback about the quality of this achievement and provides direction about where to next.

Reporting involves a professional judgement made on a body of evidence about a student's progress and achievement against the curriculum. These judgements are made against the achievement standards of the Victorian Curriculum when reporting on those learning areas that have been published.

This report uses a system mandated A-E reporting framework. Student achievement at St Joseph's School is described using this 5 point scale:

*Well below expected standard   *Below expected standard   *Achieving at expected standard
*Above expected standard *Well above expected standard

4.4 - Student/teacher/parent conferences

Reporting is a process, not simply a report card. No single method, such as a twice yearly written report, can be left to carry the whole burden of reporting student progress each year. At St Joseph's School, we believe the most effective reporting occurs when various approaches are used throughout the year. Parents are also encouraged to contact their child's teacher at any time throughout the year to discuss their child's learning at a time convenient to teachers and parents.

Parents are also invited twice a year to attend a conference with their child's teacher. This occurs at the beginning of the year as an introduction and then a formal conference with students, parent and teachers mid year. The conferences held midyear are focused on data, recognising areas of strength and goal setting for future learning.

The following is an overview of the reporting process that is currently used at St Joseph's School.
Term 1
- **Years Prep - 6 Parent/Teacher Welcome Evening**
- **Parent/Teacher interviewed offered** - as required
- **Class Home Learning Page** – Updated Weekly
- **Work Samples sent via Seesaw online Journal** - Weekly

Term 2
- **Class Home Learning Page** – Updated Weekly
- **Work Samples sent via Seesaw online Journal** - Weekly
- **Parent/Teacher interview** - offered through Interviews Online
- **Years P - 6 formal written report** – End of term

Term 3
- **Class Home Learning Page** – Updated Weekly
- **Work Samples sent via Seesaw online Journal** - Weekly
- **Year 3 / 5 NAPLAN student report to be forwarded home** – *Generally, end of term.*

Term 4
- **Class Home Learning Page** – Updated Weekly
- **Work Samples sent via Seesaw online Journal** - Weekly
- **Parent/Teacher interview** - offered as required
- **Years P - 6 formal written report** – *End of term.*

4.5 - Students with additional learning needs

At St Joseph's when reporting on students with additional learning needs teachers have the flexibility to determine the most appropriate way to report student achievement and progress to parents. When reporting the achievement and progress for students with a personalised learning and support plan, the school will either:

- use the full student report format sometimes with customised components
- choose a different way of reporting progress that is better suited to the individual student's needs, ensuring that all curriculum areas taught are reported on.

When necessary teachers will report against the ABLES curriculum to ensure students have opportunities to grow and succeed. They will also engage in regular PSG (Parent Support Group) meetings each semester or term as determined by the need.

4.6 - Students with additional needs

When reporting on students with additional needs that do not impact academic performance teachers will engage in the assessment, data and reporting practices outlined in this policy. They will also engage in regular PSG (Parent Support Group) meetings each semester or term as determined by the need.

The PSG meetings are arranged and facilitated by the Learning Diversity Leader. The aim of these meetings is to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum and participate in their education
- provide educational planning that is ongoing throughout the student's school life
- monitor the progress of the student.

At St Joseph's we use Personalise Learning Plans or PLPs to document, track and report to parents about the growth and needs of their child.

5 – Personalised learning Plans

At St Joseph's teachers already undertake many activities that personalise learning experiences for students. Research has shown that when schools use a planning approach that supports personalised learning, the academic achievement of all students improves. A Personalised Learning Plan (PLP) is a written statement that describes the adjustments, goals and strategies to meet a student's individual learning needs so they can reach their full potential. A PLP is essential as it helps teachers plan and monitor a student's unique learning needs.

A PLP:

- outlines clear educational goals for the student
- encourages student voice to allow the student to engage and take part in their own learning
- is strengths-based with a focus on the student's potential to achieve positive educational outcomes

- is age appropriate, holistic in its approach, supports cultural needs and safety, and is flexible and future orientated
- includes short-term goals that will lead to the achievement of long-term goals
- is developed in consultation with the student and their parent/carer/guardian (where appropriate).
- communicates individual and shared responsibilities
- includes a record of important decisions, actions and student progress
- is supported and informed by other relevant plans such as a cultural plan or behaviour support plan
- is reviewed regularly in accordance with the timeline as agreed by all members of the PSG (or at least once per term for students supported under individualised disability funding programs including the PSD and Disability Inclusion and those in OOHC)
- acknowledges and celebrates the achievement of student progress.

5.1 - NCCD Data

At St Joseph's we engage in the Nationally Consistent Collection of Data (NCCD). This data is collected about school students with disability who are receiving adjustments in the school. The collection of this data enables our school, as well as, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

All data is collected, analysed and acted on through our Adjustments program, outlined in the adjustments policy.

5.2 - NAPLAN

At St Joseph's all year 3 and 5 participate in the National Assessment Program, Literacy And Numeracy(NAPLAN). This is the measure through which governments, education authorities, schools and the community can determine whether or not young Australians are meeting important educational outcomes.

Students participating in NAPLAN are assessed on their general Numeracy skills and their Literacy, including Writing, Reading, Spelling and Grammar.