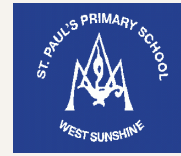


St Paul's Primary School

Assessment and Reporting Procedures



St Paul'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).

This section sets out the steps that are taken at St Paul's Primary School to adhere to the Assessment and Reporting Policy.

St Paul's Primary School Assessment and Reporting Procedures

	School procedures
1. Methods used to assess student learning progress and achievement	
1.1 Formative assessment	<i>Focus groups Rubrics Running Records Essential Assessments Pre/Post tests Student goal setting</i>
1.2 Summative assessment	<i>SINE, LFIN, Essential assessment PATR PATM Running Records SAST ROL Student reflection on personal goals and learning</i>
1.3 Students with additional learning needs	<i>ILP LLI SPAT</i>
2. Process for developing assessment tasks	<i>Through Planning meetings teachers develop evidence-based assessments linked to expected curriculum outcomes</i>
3. Cycle of review and assessment practices	
3.1 Student data	<i>Data Walls, Facilitated Planning, Pre and post testing based on learning and teaching cycle</i>
3.2 Identification of data	<i>Assessment schedule</i>
3.3 Collection of data (cycle, methods, storage)	<i>NAPLAN PATM and PATR once a year. ROL-Twice a year.</i>

	<p><i>Running Records P-2 BAS twice a year and Alpha Assess and PM once a year each. 3-6 BAS twice a year.</i></p> <p><i>SAST beginning of the year</i></p> <p><i>Written sample - twice a year.</i></p> <p><i>LFiN P-2- Three times a year.</i></p> <p><i>SINE- 1-4 Three times a year</i></p> <p><i>Essential Assessments- 3-6 As needed</i></p> <p><i>All stored in SPA.</i></p>
3.4 Analysis of data	<p><i>Facilitated planning</i></p> <p><i>PLTs</i></p> <p><i>Curriculum leaders review NAPLAN, PAT data</i></p>
3.5 Interpretation of data	<p><i>SPA used to access where students are at Well Below Below At Standard Above Standard Well Above Standard with the data used to inform student point of need</i></p>
3.6 Use of data to inform teaching and assessment practices	<p><i>Facilitated planning</i></p> <p><i>PLTs</i></p>
4. Reporting practices	
4.1 Formative assessment	<p><i>Observation Notes</i></p> <p><i>Focus books</i></p> <p><i>Running Records</i></p> <p><i>Rubrics</i></p> <p><i>Pre/post Tests</i></p> <p><i>Essential assessment</i></p>
4.2 Summative assessment	<p><i>SINE LFin Essential assessment</i></p> <p><i>PATR PATM Running Records</i></p> <p><i>SAST ROL</i></p>
4.3 Written reports	<p><i>Twice yearly</i></p>

4.4 Student/teacher/parent conferences	<p><i>Learning Conversation- Beginning of the Year</i></p> <p><i>Once a year in June/ July report discussion.</i></p>
4.5 Students with additional learning needs	<p><i>PLPs, P.S.Gs (Students levelled at NCCD Substantial or Extensive minimum of one each semester)</i></p> <p><i>Parent Teacher consultations regarding level of support for students on NCCD levels QDTP and Supplementary once per semester</i></p>
5. Students with additional learning needs	
5.1 Personalised Learning Plans	<p><i>PLPs developed twice yearly- by LDL, class teachers and in consultation with families</i></p>
5.2 NCCD data	<p><i>Evidence of adjustments reflected in planning documentation</i></p> <p><i>Classteachers meet with LDLs twice a year to review NCCD data</i></p> <p><i>LDLs collate NCCD data and meet with MACS staff for discernment and audit 4 times per year</i></p>
6. Participation in national testing programs such as NAPLAN, PISA	<p><i>Naplan</i></p>
7. Senior secondary assessment and reporting policies, procedures and practices	<p><i>N/A</i></p>