



St. Martin de Porres School

Avondale Heights

ASSESSMENT & REPORTING POLICY

RATIONALE

Accurate and comprehensive assessment and reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future directions, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

AIMS

- ◆ To assess school and student performance accurately and comprehensively.
- ◆ To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- ◆ To report comprehensively to parents on the performance of their children on a regular basis, informally when the need arises, formally at Mid Year and End of Year.

IMPLEMENTATION

ASSESSMENT

- ◆ St. Martin de Porres school is responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- ◆ Assessments will be used to identify future lessons & directions, rather than simply a prelude to reporting achievement.
- ◆ Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. (See Attachment 1).
- ◆ Teachers will develop a manageable system of keeping records that can provide a rich mix of evidence pertaining to student learning.
- ◆ St. Martin de Porres school utilizes the first two – three days of the school year to undertake student pre-testing and analysis in literacy and numeracy, which will inform program development for each cohort of students from Prep. – Year 6.
- ◆ Teachers will use the data they collect (from the NAPLAN and other sources) to make judgements about, and report on, student achievement in relation to the Victorian curriculum.
- ◆ St. Martin de Porres school will progressively develop & assess in accordance with students' individual education plans (IEPs), in consultation with parents and, where appropriate, other agencies with specific expertise.
- ◆ St. Martin de Porres school will participate in the 'National Assessment Program – Literacy and Numeracy' (NAPLAN) at Year 3 and 5 so as to gain information for staff, parents and students on students' progress in relation to the Victorian curriculum.
- ◆ When appropriate, the school will provide in-servicing for parents on Victorian curriculum assessment, reporting formats and the NAPLAN.
- ◆ St. Martin de Porres school will assess the achievements of students with disabilities and impairments in the context of the Victorian curriculum and other indicators developed through the Learning Diversity program. Program support groups will help develop individual education plans containing appropriate learning goals in key learning areas for each student. Progress towards learning goals will be assessed and reported by the Program Support Group.
- ◆ Students for whom English is a second language will have their progress in English assessed in relation to the stages of the ESL Companion & Victorian curriculum.

ASSESSMENT STRATEGIES

From the Victorian Curriculum areas and strands, standards are identified which need to be assessed. 'Learning Intentions' for these standards is then documented and tiered and 'Success Criteria' developed in collaboration with the students. The following strategies are used to triangulate evidence of student success in meeting their success criteria :

- ◆ Teacher observation of skills, attitudes, acquired knowledge
- ◆ Verbal responses (feedback) by students to teacher questioning
- ◆ Written responses by students
- ◆ Inferential responses by students to given information
- ◆ Qualitative & quantitative assessment of individual & group project work
- ◆ Use of cumulative anecdotal records by teacher
- ◆ Checklists of skills which indicate level of achievement
- ◆ Observation of research skills used with written material, the Internet and CD Roms
- ◆ Personal goal setting by students
- ◆ Please see the attached Assessment Schedule of formalised testing.

REPORTING

The Staff and School Advisory Board have endorsed the following :





- ◆ The school will provide parents with termly formal reports on student achievement, indicating progress against the Victorian curriculum standards for each domain & dimension.
- ◆ The formal report will need to comply with system authority guidelines.
- ◆ The formal reports will include a six point scale, two of each for 'Below Standard, 'At Standard' and 'Above Standard'.
- ◆ Student work samples will be regularly available to parents via the 'See Saw' App.
- ◆ Parent Teacher Interviews will be available in the last week of each Term following distribution of Reports – compulsory for Term 1, 2 & 3 and optional for Term 4.
- ◆ All students will also present their parents with an oral feedback report of their personal goal setting progress each Term in the first 5 minutes of each Parent/Teacher interview.
- ◆ A parent information night will be held early in Term One for new and Prep parents to be given specific curriculum and other information relevant to their class.
- ◆ Parents are invited to view their children's work and speak to the classroom teacher any/every Friday morning from 8.45 to 8.55 am during the school term.

EVALUATION

This policy will be reviewed annually as part of the school's CEOM review cycle.

Up-dated / reviewed annually - 2015, 2016, 2017 & 2018

ST. MARTIN DE PORRES ASSESSMENT & REPORTING SCHEDULE 2019

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Wk. 1	-ROL (Prep) - Fiona -Alpha Benchmark (Prep) - Fiona -Brigance (Prep) -Letter ID (Prep) -CAP (Prep) -Numeracy Interview (Prep)			
Wk. 2	-PM Benchmark (1-2) -Number and Algebra Assessment -Measurement and Geometry Assessment			
Wk. 3	-PM Benchmark (1-2) -Statistics and Probability Assessment			
Wk. 4				
Wk. 5		NAPLAN for Yr. 3 & 5		ROL (P-2) - Fiona -Alpha Benchmark (P-2) -PAT R (P-6)
Wk. 6		PAT M (1-6)		--Number and Algebra Assessment -Measurement and Geometry Assessment Statistics and Probability Assessment
Wk. 7				
Wk. 8				
Wk. 9	PM Benchmark (P-2)	PM Benchmark (P-2)	PM Benchmark (P-2)	PM Benchmark (P-2)
Wk. 10	PM Benchmark (P-2)	PM Benchmark (P-2)	PM Benchmark (P-2)	PM Benchmark (P-2)
Wk. 11	Learning Journals & P/T Interviews	Formal Reports & P/T Interviews	P/T Interviews	Formal Reports & P/T Interviews (*Optional for Parents)
**		Running Records for Yr. 1 - 4	students not yet	at Level 28 
**		Recognition of Oxford Words	tested on-going	from Prep. - 6 

*. At the end of each year, a **writing work sample** needs to be collected, scanned and placed in the 'Student Work Samples' folder on W Drive / Staff Information. Goal books need to be handed to each student's teacher for the following year and SINE pre and post-test results and Oxford lists P-2 digitised and placed with the current year work program.