

# St John's Primary School

## Assessment and Reporting Procedures



St John'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 John's Primary School to adhere to the rules of the policy and achieve the policy purpose.

### 1. Methods used to assess learning progress and achievement

Formative assessment is continually gathered from learners during targeted learning experiences. This can be through different forms, such as verbal, written or the use of concrete materials/drawings. Educators are then able to map this evidence along a St. John's Progressions of Learning to see the next focus for learning.

Summative assessment is used to inform educators about learner's growth, as well as providing information to educators about their teaching impact. Summative assessment is undertaken up to two weeks after the conclusion of a targeted learning experience, and it is the same or a similar task as the pre assessment (originally used to determine where children started along their progression of learning).

Educators devise assessment tasks accessible to all children's levels of learning. Rich Assessment Tasks and standardised assessments, such as Essential Assessment, ARCOTS or Progressive Achievement Tests – Maths and Reading are devised or administered to enable or extend all learners, including those with diverse learning needs.

Children with diverse learning needs are further supported through targeted assessments including ABLES (Abilities Based Learning and Education Support) testing, tiered Literacy assessments such as the SPAT-R (Sutherland Phonological Awareness Test – revised), as well as assessments and reports administered and provided by Speech Pathologists, Psychologists, Occupational Therapists (OT) etc. These assessments are used to inform and monitor children's progress and growth in relation to their individualised learning goals.

### 2. Process for developing assessment tasks

Educators use a combination of feedback to determine where children are tracking along a progression of learning. Educators use their observations of what children say, make, do or write, as well as Rich Assessment Tasks and/or standardised assessments to provide a triangulated view of the learner. The development of formal Rich Assessment Tasks is informed by educational research, the Victorian Curriculum standards and the St. John's progressions of learning. Educators use these bodies of knowledge, as well as their experiences to devise assessment tasks during their Design time as a team. This is facilitated by an expert leader.

### 3. Cycle of review of assessment practices and processes

Teams of educators meet weekly during Design sessions and bring assessment data. This data is stored on St. John's Google Drive and used to reflect back or plan for future learning experiences. Educators data through pre/post assessments to inform cycles of learning occurring for approximately two to three weeks. These learning areas include Literacy and Numeracy, as well as a focus on one of the following: Science/Humanities/Technology/Health through a Community Project. Each of these focused learning areas is also underpinned by the Capabilities curriculum.

During the Design session, the expert leader facilitates discussion and reflection with educators on learners' post data. This includes developing an understanding of the high impact teaching strategies that have been successful, as well as implications for future teaching. There is a focus on both educator (e.g. professional learning) and child (e.g. home support etc).

The expert leader also helps to unpack the pre assessment data using progressions of learning. This enables the team to organise learners into targeted teaching groups. The team then devises appropriate learning experiences and tasks based on the needs of each group.

At the end of the Design session, the team of educators decide what data is required for the next session (pre and post) and necessary assessment tasks are devised.

### 4. Reporting practices

St John's Primary School complies with the Australian government reporting requirements. These requirements apply to the written reports on children's learning and progress. Reports are provided twice annually for each child in each year they are enrolled at the school. Progression points provided in the report are based on summative assessments in relation to the Victorian Curriculum. Throughout the semester, formative assessment provides information for our next steps for learners. These goals can be found in the learning space or reported via our learning portfolio, Seesaw.

Each semester, there is a time for parents, learners and educators to meet together to discuss learning progress. These have taken different forms such as, Data Chats, Three Way Chats led by learners, and parent teacher conferences. Although these meetings communicate slightly different perspectives on children's learning, the overarching purpose of these has been for all stakeholders to learn about the child's growth and progress.

St. John's is committed to the belief that all young people living with disabilities or additional needs can participate, achieve and grow. The school's processes and practices are informed by relevant disability legislation including the Disability Discrimination Act 1992 and Disability Standards for Education 2005. St. John's participates in the annual Nationally Consistent Collection of Data (NCCD) on School Students with Disability. The focus areas for St. John's are:

1. Identification of new enrolments
2. Support
3. Access and Participation

1. Identification of new enrolments

The Principal and Deputy Principal make decisions about admission and enrolment on the basis that reasonable adjustments can be made where necessary, so that a child with additional needs can have the access to education as a child without additional needs.

## 2. Support

The Learning Diversity Leader is a significant and ongoing point of contact between the school and the parents of a child with additional needs. All educators are involved in the delivery of programs that meet the needs of children with additional needs. This may include modification to learning programs, some forms of assessment; and adjustments and modifications to school events, such as excursions. Educators closely monitor the holistic progress of children with additional needs and inform the Learning Diversity Leader, Wellbeing Leader, Deputy Principal and/or Principal. Children who receive a high level of support and adjustment to their learning are required to have a Personalised Learning Plan (PLP) (see 5.)

### Access and Participation

St. John's is committed to providing differentiated learning experiences for children with additional needs. This may include modifications to learning programs, offering children reasonable substitutions for activities and flexible modes of instruction.

Progress Support Group (PSG) meetings are offered for learners with additional needs who require a Personalised Learning Plan (PLP). These occur each term or semester according to need.

## 5. Personalised Learning Plans

Personalised Learning Plans are devised in consultation between educators, Learning Diversity leaders and the family of a child with additional learning needs. These plans outline adjustments that are made for these children, as well as the child's goals. Learners that require specific adjustments are included within our National Consistent Collection of Data (NCCD). Using the NCCD guidelines, the St. John's School decides if children with disabilities require quality differentiated teaching, or if they require supplementary, substantial or extensive adjustments to the teaching and learning program. This includes collecting evidence of communication and consultation with parents, evidence of adjustments, assessments and monitoring and reviewing through Parent Support Group (PSG) meetings.

### NCCD data

St. John's Primary School identifies, responds to and supports the diverse needs of all children so that they are able to engage with the content and standards defined in the Victorian Curriculum. The Nationally Consistent Collection of Data Guidelines inform the school's processes to ensure that all children with disabilities are fully supported to access education and achieve their academic, social and emotional potential, as a learner.

The NCCD Moderation Team at St. John's is responsible for completing and contributing to the collection of data and the implementation of the school's processes and procedures. The NCCD Moderation Team is composed of the School Principal, Deputy Principal, Learning Diversity Leader(s) and Wellbeing Leader. St. John's follows the decision-making model, as outlined in the NCCD Guidelines:

- i) Determine if adjustments need to be made through consultation with curriculum leaders and classroom teachers.
- ii) Identify if a disability exists and the broad category of disability.

- iii) Determine the functional impact of the disability in relation to learning and engagement and the level of adjustment required.

The Moderation team monitors the school's processes and procedures to ensure effective implementation of the adjustments for each child. A final review meeting is held in Term 3 to determine inclusion of data for Census.

Participation in national testing programs such as NAPLAN, PISA

St John's Primary School complies with the Australian government requirement to administer National Assessment Program – Literacy and Numeracy (NAPLAN) annually.

St. John's makes adjustments for children with a disability during NAPLAN testing to enable equitable access and to encourage maximum participation. The School's Leadership team considers a child's requirements prior to testing and determines the appropriate level of adjustment needed. Working in accordance with NAPLAN administration guidelines, the School endeavours to make any reasonable adjustments required.