ST ANDREW'S ASSESSMENT AND REPORTING PROCEDURES

St Andrew'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), 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.

Rationale:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed decisions on students' achievements against achievement standards and specific task criteria. The primary purpose of assessment is to improve student performance to:

- Ensure understanding of the purpose of the assessment task - for, as or of learning
- Identify which domains, standards and levels this assessment task will focus on
- Identify what specific knowledge, skills and understandings this task will focus on
- Provide feedback to students

Principles:

Assessment for the Victorian Curriculum requires a combination of:

- summative assessment of learning to determine what the student has achieved (teacher devised tests, standardised tests, student investigations/projects, NAPLAN, PAT, LFIN, Westwood, Running Records, Observation Survey)
- formative assessment to inform the next stage of learning that will occur (teacher observation, student self-assessment, PLP and ongoing anecdotal note taking by teachers and ongoing in nature)
- ongoing assessment which focuses on teacher feedback alongside student reflection and self-assessment. Implementation

At St. Andrew's Primary School assessment tasks, are planned at each level, using characteristics of effective assessment to provide activities that:

- are based on an understanding of how students learn
- are an integral component of curriculum design
- provide useful information to report credibly to parents on student achievement
- require clarity of purpose, goal, standards and criteria
- are valid, reliable and consistent which allow moderation between teachers to enhance objectivity and contribute to shared understanding of the judgments to be made
- require attention to outcome and process (achievement and effort)
- are ongoing
- involve feedback to students on their learning and performance
- involve reflection by students and teachers on overall learning and practice.

Information collected includes:
● Student data collected from school based assessment activities:-
● PAT R Data (Reading Progress Test)
● PAT M (Mathematics Progress Test)
● NAPLAN data
● Victorian Curriculum achievement standards
● Observation Survey
● Reading Recovery Semester 1 and 2
● Online Data Transfer (ODT)
● Students will be assessed according to the Victorian Curriculum Curriculum

Classroom teachers have the responsibility:
● To develop a cumulative record
● To use a variety of assessment strategies that are broadly based to provide as comprehensive a view of each child's development as is possible

Reporting Schedule
Reporting is communicating the assessment of the student, to the student (in feedback), or to the parent. Reporting can be both, written and oral, formal and informal.

Information on student progress and achievement is provided for parents in the form of:
● Three Way Interviews in Term 1, Term 2 and Term 3
● Written reports in June and December
● Student work samples - digital and hard copy
● Learning celebrations to which families are invited to share student learning. i.e. Maths, Science, Performing Arts, Visual Arts, e-learning, Inquiry Units

1.	Methods used to assess student learning progress and achievement
1.1	Formative assessment
1.2	Summative assessment
1.3	Students with additional learning needs
2.	Process for developing assessment tasks
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
4.	Reporting practices
4.1	Formative assessment
4.2	Summative assessment
4.3	Written reports
4.4	Student/Teacher/Parent conferences
4.5	Students with additional learning needs

5.	Students with additional needs
5.1		Personalised Learning Plans
5.2		NCCD data
6.	Participation in national testing programs such as NAPLAN, PISA
7.	Senior Secondary assessment and reporting policies, procedures and practices