

St Jude's Primary School Assessment & Reporting Procedures



St Jude'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.

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

1. Methods used to assess student learning progress and achievement
 - 1.1. Formative assessment: when used alongside a set of clearly defined and challenging learning intentions, formative assessment is continuous feedback that allows a teacher to evaluate impact and a student to move their learning forward. eg In mathematics, using the Essential Assessment data, the teachers plan for specific learning using small group/extension group/interventions strategies. The students can monitor their learning by the online feedback , quiz check ins and feedback from their teacher in the focussed teaching groups.
 - 1.2. Summative assessment: usually occurs at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. For example, in our reading program at St Jude's our summative data is generated by the PAT Comprehension test administered once a year. NAPLAN is another important source of data that helps our school to formulate overall school goals as included in our Annual Action Plan.
 - 1.3. Students with additional learning needs: At St Jude's, our Learning Diversity team works with teachers, parents and students to formulate Personalised learning plans which include any targeted Interventions for students. In each Level, students are identified based on data and knowledge of the student, if they need extension in certain Curriculum areas. This is discussed at PLT's and then an intervention is planned with information including who will be planning the teaching sequence, who will be taking the group, for how long and what students will be involved.
2. Process for developing assessment tasks: At St Jude's we have developed an Assessment Schedule which ensures that our teachers are aware of the specific requirements that have to be collected and administered during the school year. Professional learning time is spent on learning how best to administer these assessment tasks and what relevant information is gained from the data collected.
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: our [2021 Assessment schedule](#) outlines when and what needs to be administered each year. The students data is stored electronically in Google docs and is accessible by all staff. eg Writing samples are analysed using the rubrics based on the Victorian Curriculum and the data is entered in a whole class spreadsheet to see overall trends but also in an individual's document to see their growth

- and learning gaps. This is then shared with the student and at Parent teacher Interviews, to the parents.
- 3.4. Analysis of data: During PLT's, staff meetings, PLP/PSG meetings, Literacy and Numeracy PLT's. students data is analysed to help formulate our Annual Action Plan, our school learning goals and our teaching.
 - 3.5. Interpretation of data: At St Jude's, the staff question what the formal and informal data reveals to guide our teaching practices and students learning journey and whether the data is useful and targeted for a particular purpose.
 - 3.6. Use of data to inform teaching and assessment practices
 - 3.7. Reporting practices
 - 3.8. Formative assessment
 - 3.9. Summative assessment
 - 3.10. Written reports: at St Jude's the students written Report is shared twice a year with parents. These include "I can " statements which are based on the content that has been taught throughout the Semester and a progression Point given on selected Curriculum areas which reflects the students growth over time. A general, personal comment is also included for each student at the end of the report.
 - 3.11. Student/teacher/parent conferences: Once per Semester, the student, parent(s) and teacher meet to discuss the written report in more detail. The student reflects upon their learning goals and creates new ones for the next Semester.
 - 3.12. Students with additional learning needs
 - 3.13. Students with additional needs
4. Personalised Learning Plans
 - 4.1. NCCD data
 - 4.2. Participation in national testing programs such as NAPLAN, PISA: At St Jude's, our Year 3 and Year 5 students participate in NAPLAN each year as this is a national initiative that tests the sorts of skills that are essential for every child to progress through school and life such as reading, writing, spelling, grammar and numeracy.
5. Senior secondary assessment and reporting policies, procedures and practices