St Augustine's Keilor
Assessment and Reporting Procedures

St Augustine'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 Augustine's to adhere to the Assessment and Reporting Policy.

St Augustine's Assessment and Reporting Procedures

	School procedures
1. Methods used to assess student learning progress and achievement	
1.1 Formative assessment	At St Augustine's we use a variety of Formative assessment strategies. These include: student work-samples, online tools such as Seesaw, pre- and post-assessments, anecdotal records, observations, conferences, written responses, checklists, teacher designed assessments, rubrics, projects, written and oral presentations and self assessments.
1.2 Summative assessment	Summative Assessments such as P-2 Literacy Data, PATR, PATM and Essential Assessment are used to measure student achievement and to track student growth over time to ensure all students are making the expected growth. Assessment information is used to determine future direction for teaching programs, for individuals and the whole class.
1.3 Students with additional learning needs	The Learning Diversity Leader (LDL) coordinates the additional support some students require in the teaching and learning process for giftedness and learning difficulties. This entails referrals for further assessment, the implementation of support programs, setting of individual goals, liaising with other professionals and the organisation of Program Support Group meetings (PSG). The LDL also coordinates the referral process to apply for NCCD funding. Personalised Learning Plan Goals

	are set and reviewed in consultation between parents, teachers and the Learning Diversity Leader.
2. Process for developing assessment tasks	Formal and informal assessments of students occur regularly to allow teachers to monitor and cater for students' needs and to plan for future instruction. Assessment tasks are developed by teachers during facilitated team planning sessions with the various curriculum leaders.
3. Cycle of review and assessment practices	
3.1 Student data	At St Augustine's we continuously use data to inform our teaching. Our assessment informs future planning that allows for differentiation. The ongoing analysis of this data provides information regarding individual and school performance. These tools are reviewed regularly, and changes are made according to the usefulness of the information.
3.2 Identification of data	Formal Assessments such as PAT R and PATM along with Learning Sprints and Data walls are processes used to track student growth over time to ensure all students are making the expected growth.
3.3 Collection of data (cycle, methods, storage)	A comprehensive assessment schedule is used to monitor children's learning progress over time. Assessment Data is stored on the Schools Google Drive and relevant individual assessments are stored in student files and shared with parents as required.
3.4 Analysis of data	Ongoing analysis of this data provides information regarding individual and school performance. Assessment information is used to determine future direction for teaching programs, for individuals and the whole class. Assessment tools are reviewed regularly

	and changes are made according to the usefulness of the information.
3.5 Interpretation of data	Assessment information is analysed and used to determine future direction for teaching programs, for individuals and the whole class.
3.6 Use of data to inform teaching and assessment practices	Data is used strategically across the school. Individual and whole school Literacy and Numeracy targets are set based on school wide data and are monitored closely by teachers, Curriculum Leaders and the School Improvement Team.
4. Reporting practices	
4.1 Formative assessment	At St Augustine's, classroom teachers use formative assessments such as diagnostic testing, work samples and observations. The Seesaw App is used to give parents a window into our classrooms both inside and outside the four walls. Seesaw gives teachers and students creative tools to take a snapshot of student's learning in real time, which is then shared via an app.
4.2 Summative assessment	Formal Assessments such as P-2 Literacy Data, PAT R and PATM, Essential Assessment are used to measure student achievement and to track student growth over time to ensure all students are making the expected growth. Assessment information is used to determine future direction for teaching programs, for individuals and the whole class.
4.3 Written reports	Written reports are sent home twice a year. The reports give information about the students' performance in relation to the Victorian Curriculum with comments

	pertaining to their achievements, the areas in which they need to improve. The report also includes a tally of student absences. Written Student reports are published at the end of Terms 2 and 4 for parents to access via the Nforma Parent Portal.
4.4 Student/teacher/parent conferences	Parent Teacher Learning Conversations are conducted at the commencement of each year and formal mid-year interviews are held after the parents have received the Semester 1 written report.
4.5 Students with additional learning needs	Literacy and Numeracy Intervention & Enrichment programs such as Reading Recovery, Levelled Literacy Intervention, Numeracy Intervention and Maths Olympiad are offered for those students identified as requiring additional learning support. Students are assessed at the beginning of the year and monitored closely throughout the year.
5. Students with additional learning needs	The role of Learning Support Officer (LSO) at St Augustine's is to provide support to students with disability to ensure learning and teaching is inclusive of all. An LSO provides support for a student's academic learning, behaviour program, physical care or social progress. Support time is timetabled to allow for fair and equitable access for all students and the direction for their support is outlined in students' Personalised Learning Plans (PLP's).
5.1 Personalised Learning Plans	Teachers in consultation with the Learning Diversity Leader, parents and outside agencies if required develop Personal Learning Plans which include long and short term goals for students with a disability. Parent Support Groups (PSG meetings) are held each term or semester to review student progress and to plan for necessary adjustments.

5.2 NCCD data	St Augustine's is involved in the annual collection of information about Australian school students with disabilities. Students counted in the NCCD have educational needs directly related to their disability and adjustments are made in order for the student to access and participate fully in schooling. Throughout the school year teachers use evidence, including discussions with parents, guardians and carers, to inform decisions about the educational adjustments that they make for students with disability. The school has documented evidence that the student has been provided with an adjustment(s) to address the functional impact of a disability for a minimum of 10 weeks of school education in the 12 months preceding the NCCD referral date.
6. Participation in national testing programs such as NAPLAN, PISA	Students in Year 3 & 5 participate annually in The National Assessment Program – Literacy and Numeracy (NAPLAN) is a series of tests focused on basic skills. These standardised tests assess students' reading, writing, language (spelling, grammar and punctuation) and numeracy and are administered by the Australian Curriculum, Assessment and Reporting Authority (ACARA). National Annual Assessments results are distributed to parents and school results published on My schools Website.
7. Senior secondary assessment and reporting policies, procedures and practices	*NA*