

Our Lady of Perpetual Help Ringwood

Assessment and Reporting Procedures



Our Lady of Perpetual Help Ringwood 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 Our Lady of Perpetual Help Ringwood 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
- 1.2. Summative assessment
- 1.3. Students with additional learning needs

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. Assessment identifies the extent to which students have learnt and can apply knowledge, skills and behaviours.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Formative- assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching
- Student self-reflection - Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Summative – assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

- Various standardised tests can be used to pinpoint areas of need for students who are not making the expected level of progress in specific curriculum areas.

2. Process for developing assessment tasks

Assessment tasks are developed as part of the collaborative planning process. They can be used to collect data on students for, as and of learning.

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

Teachers implement their assessment practices through:

- Daily classroom practice.

- Formative, summative and evaluative tests.
- Formal assessment mandated by MACs (eg. NAPLAN), student self-assessment.
- Targeted testing as agreed to at the school level. This includes pre and post testing in Literacy and Numeracy (*as per the Assessment Schedule*).
- Informal assessment may take the following forms: observations; anecdotal records; peer assessment; written presentations and reports; work samples or oral presentations.
- The school has an assessment schedule to collect data on students in the areas of English and Mathematics.
- Teachers interpret and analyse data gathered to inform students' specific areas of need and focussed teaching groups.
- Regular data planning sessions are facilitated by school leaders to inform planning.

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
- 4.6. Students with additional needs

- A formal written report is provided to the parents or carers of each child enrolled at Our Lady's school twice a year, using the nForma software package.
- Reporting against the Victorian Curriculum F-10 achievement standards, which includes towards foundation levels A-D, and the standards outlined in the EAL developmental continuum.
- A formal P/T meeting is held at the beginning of Term 1 to allow parents to discuss their goals for their child for the coming year.
- A Student Learning Conference at the end of Term 2 is provided to discuss each child's progress.
- Appointments may be set up to discuss any concerns at other times upon parent or teacher request.
- A five point scale is included in every student report to provide more detail on the student's learning and to rate the quality of the student's achievement and progress against the achievement standards.
- Some students have formal Program Support Group (PSG) meetings which are held regularly to review and plan for short and long term goals. PSG meetings may include the parent/s, class teacher, Student Diversity Leader, Student Well Being Leader, specialists (CEM and others), the Educational Support Officer and the Principal as appropriate.
- Formal Assessment of student knowledge in Religious Education twice a year.
- Termly PSG meetings are held for those students who have an additional learning need or additional needs in other areas that are not academic. Eg social emotional.

5. Personalised Learning Plans

- 5.1. NCCD data
- 5.2. Participation in national testing programs such as NAPLAN, PISA
 - PLPs are created for those student who may have a need academically, behaviourally or emotionally. These are discussed at the PSG meeting with the parent/guardian and goals are agreed upon and monitored.
 - All students participate in NAPLAN unless after discussion with parent/guardian it is deemed that this would not be of benefit to the student. In this case an exemption would be sought for ACARA.