



St Mary's 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), 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 Mary's School 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

Formative assessment provides information that is used in order to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. It also aims to promote learning by giving regular and frequent feedback.

1.2. Summative assessment

Summative assessment aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

1.3. Students with additional learning needs

Students identified by St Mary's School and MACS staff as having additional learning needs are supported through an Individualised Learning Plan (ILP). Regular consultation occurs between the school and parents to set termly or semesterly goals depending upon the required level of adjustment.

2. Process for developing assessment tasks

At St Mary's school we believe assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context. Teachers design assessment tasks based on the intended learning outcomes. Through professional development in Visible Learning, Science of Learning and an understanding of HITS and PEN Principles, teachers involve students in developing assessment tasks that are clear and purposeful.

3. Cycle of review of assessment practices and processes

3.1. Student data

- Progressively, the teaching staff at St Mary's are innovating upon student data collection practices in alignment with contemporary research geared towards data walls. The

importance of feedback for, as and of learning is essential in the assessment process and is a hallmark of our shared beliefs as a staff around learning and teaching.

3.2. Identification of data

- Our learning and teaching program identifies the need to gather ongoing sources of data including formative and summative data sets.

3.3. Collection of data – cycle, methods, storage, dissemination

- Assessment data is collected in accordance with the St Mary's Assessment schedule. Data is stored using ClearTrack, SIMON and/or Google Drive.

3.4. Analysis of data

- Analysis of data occurs in Professional Learning Team (PLT) meetings, Learning & Teaching Meetings and by individual classroom teachers.

3.5. Interpretation of data

- Data is moderated on a termly basis, particularly for writing samples, or areas open to subjectivity. Data walls are being introduced to enable student access to data interpretation and future goal setting.

3.6. Use of data to inform teaching and assessment practices

- Data is strategically used to plan for/as learning. Our approach at St Mary's is to be data informed rather than data driven. Moderation and formative work samples are used to identify current knowledge to assist in the personalisation of learning.

4. Reporting practices

4.1. Formative assessment

- Formative assessments are used to provide insight into like-ability groupings (i.e. Fountas & Pinnell, AlphaAssess). St Mary's School views formative assessment as a guide rather than fixed, especially for grouping students. Ongoing assessments are used throughout units of work to provide the most current and agile data sets.

4.2. Summative assessment

- Summative assessment, particularly ACER Progressive Achievement Tests, provide a standardised measure that teachers use to triangulate data sets in order to report on the Victorian Curriculum standards.

4.3. Written reports

Formal written student reports are confidential documents that schools produce twice a year - mid and end of year. These reports provide parents with a clear picture of their child's progress and how they compare to others within the school and state.

4.4. Student/teacher/parent conferences

Parents are invited to attend formal parent/teacher/student conversations twice a year. Contact is organised for early Term one for information sharing and at mid-year for a more detailed progress report. Informal contact is also encouraged at other times, as the need arises.

4.5. Students with additional learning needs

- Students with additional learning needs are supported through the NCCD process outlined below. Any student identified with additional learning needs follows this procedure.

4.6. Students with additional needs

- Students with additional needs are supported through a consultation with external professional plans if required.

5. Individualised Learning Plans

5.1. NCCD data

St Mary's School identifies students with additional needs based on the NCCD requirements. This includes identifying the area of support required as well as the level of adjustment. NCCD data is collected by the classroom teacher and overseen by the Learning Diversity Leader, Deputy Principal and Principal.

5.2. Participation in national testing programs such as NAPLAN, PISA

Students with identified learning adjustments participate in national testing programs such as NAPLAN. It is at the discretion of the parent/s to seek an exemption.