



St Simon the Apostle Primary 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. Simon the Apostle 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

At St Simon the Apostle we use formative assessments to assist us to clearly identify student understandings, misconceptions as well as areas which need to be developed or consolidated, so that adjustments can be made to lessons and instructional techniques.

We use formative assessment to inform teaching and learning. It is conducted prior to commencing a new area of work (Diagnostic Assessment) as well as during a learning activity (Formative Evaluation and Feedback).

1.2 Summative assessment

At St. Simon the Apostle we use summative assessments to assign students along a continuum of development. We use summative assessment at the completion of a unit of work or at some standardised point in time (Standardised Testing) such as our ACER testing in November each year. Summative assessment evaluates teaching and learning.

1.2. Students with additional learning needs

At St Simon the Apostle we understand that all students learn differently and as such require close monitoring and targeted teaching. Students with additional learning needs at our school are quickly identified, monitored using a Personalised Learning Plan and regular Parent Support Group Meetings. We work alongside allied health workers to ensure the best outcomes for our students, such as Speech Therapists and Occupational Therapists. We use the Abilities Based Learning and Education Support (ABLES) Teaching Tool to assist teachers to identify the students next steps in learning.

2. Process for developing assessment tasks

At St Simon the Apostle, the development of rich, robust and comprehensive assessment tasks, linked to the Victorian Curriculum Standards, is an important aspect of unit design. Assessment tasks are built on the foundation of our deep understanding of our students. A combination of formal and informal assessment tasks reveal students' progress towards intended learning goals and are designed to consider the what, when and how of student learning. Assessment design happens at a team level and often in consultation with school leaders.

At our school, we assess knowledge and understanding through:

- establishing prior knowledge around a concept in order to target the teaching to meet intended outcomes
- monitoring learning progression as curriculum or unit designs are implemented, so that teaching can be adapted to better meet student learning needs
- Rich Assessment Tasks which has been designed to demonstrate the overall impact of a unit's learning experiences

At our school, we assess skills and capabilities through:

- school-wide assessments, such as testing
- observations of our students
- student self-assessment

3. Cycle of review of assessment practices and processes

3.1. Student data

At St Simon the Apostle we consider and use a variety of student assessments to assist in the triangulation of our data. Data refers to student work as well as tests and observations made in the classroom.

Collecting evidence of students work may consist of

- student's rough notes and first drafts of writing
- student plans for an oral presentation of debate
- student reading logs
- research project progress reports and plans
- discussion of explanation strategies used in problem solving
- debate the pros and cons of an issue
- explanations, opinions and thinking skills
- ability to recall facts

Collecting evidence from the final piece of quality work

- diagrams, maths working, finished written work
- verbal reports
- photographs of students' work, video/audio tape performances
- completed research projects

Collecting evidence from observation, listening and anecdotal notes

- observing students completing class activities, answers to questions, talking to other students
- comparing evidence of achievement with other students [ACARA samples]
- talking with parents and/or students
- conferences with students
- running records and miscue analysis

Formal assessment tasks

- a balance of formative and summative assessments at key points of teaching and learning
- practical tests, oral reports
- assignments, research reports
- comparing evidence of achievement against Victorian Curriculum standards and/or predetermined set of criteria set by teachers.

3.2. Identification of data

The School Data Plan outlines the compulsory literacy and numeracy assessment tasks to be completed throughout the school year. The results of these tasks are provided to the Literacy and Mathematics Leader. This allows the Leaders to monitor the growth and progress of students in these Key Learning Areas. Results provided to Leaders enable dialogue and discussion with classroom teachers, to define which students may need additional support through participation in a relevant support program. Professional development is provided to class teachers to ensure they are competent in the administration, scoring and interpretation of student assessment results.

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

At St. Simon the Apostle, the cycle of data collection is clearly outlined in our School Data Plan. This document is regularly revised and updated by Leadership. Our School Data Plan is a mix of specific standardised literacy and numeracy assessments and teacher designed assessments. Each term a schedule of assessments is distributed to staff, clearly outlining the when and what data is required.

Hard copies of individual student data are filed and kept by the student's current teacher in a secure location in the classroom. Electronic data is stored on the school Google Drive.

Recent and relevant data is 'handed-over' to the new teacher at the end of the current school year in a clearly labelled folder.

Attendance data is electronically taken and stored through nForma.

Permission and health record data is stored electronically through Operoo.

At the end of each school year other data is collected, clearly labelled and then archived. Archived documents are stored within the school's archive room.

3.4. Analysis of data

Analysis of data at our school is continuous and ongoing. Analysis of data happens within classrooms, within levels and within the whole school. Teachers and Leadership work alongside each other to moderate student samples of work within Mathematics and English.

Relevant data is analysed at each PLT in order to drive teaching and learning.

Designated PLT's will be specifically rostered for the whole school analysis of NAPLAN and PAT ACER testing.

3.5. Interpretation of data

At St. Simon the Apostle, we believe that the interpretation of data needs to be timely and consistent and ongoing. Data is measured against the Victorian Curriculum Standards which assists teachers to identify the next steps in teaching for students.

3.6. Use of data to inform teaching and assessment practices

Teachers at St Simon the Apostle continuously monitor and assess students' progress. We believe that tracking student growth across the year and through the years, provides us with an increased ability to build each student's learning history. At our school we understand that data informs our teaching, teaching guides our assessments and assessments provide us with more data, in an ongoing cycle .

4. Reporting practices

4.1. Formative assessment

Ongoing formative assessments at our school include observations, samples of work and pre-assessments for a learning sequence, which make up the body of evidence teachers use to track student learning.

Each Term regular moderation of students' writing samples and Rich Mathematical Assessment Tasks are analysed at Professional Learning Team (PLT) meetings. We create and update visual Data Walls which are used to identify students and monitor their progress. Essential Mathematics is used to establish prior knowledge in mathematical concepts in order to plan units of work as well as Success in Numeracy Education (SINE). The Fountas and Pinnell Benchmark Assessment System 1 and 2 are used to establish the highest instructional reading level of students in English.

Teachers provide students with regular feedback in order that each student knows how he or she is going and their next step. The sense of continual growth is important for children to know why and how they are being challenged and to celebrate their successes.

4.2. Summative assessment

In order to accurately place students at some point along the curriculum continuum, teachers at St Simon the Apostle take multiple samples to triangulate their data. When we triangulate data we use at least three sources of assessment data to guide us as we capitalise on strengths and reduce weaknesses that can stem from using a single source. At this school we acknowledge that summative assessment is essential, however we endeavour to keep this type of assessment to a minimum.

Some examples of our summative assessments include, National Assessment Program - Literacy And Numeracy (NAPLAN), Australian Council of Educational Research (ACER), in Mathematics and Reading, as well as South Australian Spelling Test which is administered in February and September.

4.3. Written reports

Victorian Government and Catholic schools are required to use the Victorian Curriculum F–10. At St Simon the Apostle, the Victorian Curriculum is delivered and reported over a two year cycle.

Student reports are prepared and sent to parents/carers electronically at the end of Term Two and Term Four. These reports indicate to students and parents how the child is progressing against the Victorian Curriculum standards.

In addition to written reports, we at St Simon the Apostle are committed to providing our parents and guardians with opportunities to discuss their child's progress with the school at any time.

4.4. Student/teacher/parent conferences

At St Simon the Apostle we conduct two formal parent teacher interviews within the school year. The first interviews are conducted early in Term One with the purpose of continuing to develop a home-school connection as well as getting to know our students. The second interviews which are conducted at the end of Term Two are to allow teachers, parents and students to identify individual needs. At any time throughout the year, parents can request a meeting to discuss specific issues of their child's learning.

4.5. Students with additional learning needs

Students at St Simon the Apostle may have enrolled with a previously diagnosed learning need or they may undergo tests whilst they are at our school which identifies a specific learning need, either cognitive, intellectual or psychosocial. At St Simon the Apostle, the Learning Diversity Leader coordinates and assists staff and parents to ensure these identified students have access to education equitably. Teachers support students through the development of a Personalised Learning Plan (PLP's) which includes adjustments that are put in place for students with additional needs including disabilities. SMART goals within the PLP's are reviewed and revised each term.

4.6. Students with additional needs

At St Simon the Apostle we understand that students have a diverse range of needs as well as a diverse variety of learning styles. At our school we offer additional support when a student has been identified as:

- performing below the expected level
- performing well above the expected level
- benefiting from targeted teaching in small group environments to consolidate learning

If a student has been identified as having additional needs, our school will communicate with parents to explain the support their child will receive and the duration of the support. Students receiving extra support are reviewed every five to six weeks and adjustments are made to the support being offered accordingly. Parents are continuously updated.

Additional support offered at St Simon the Apostle includes:

- Extension Mathematics Groups
- Learning Sprints in Mathematics and English
- Reading Recovery
- Levelled Literacy Intervention
- Seasons Program
- Learning Support Officers supporting NCCD students within the classroom
- Case Management
- Facilitated Planning

5. Personalised Learning Plans

5.1. NCCD data

Students at our school identified with additional learning needs are supported through the Nationally Consistent Collection of Data (NCCD). As a school we address a student's specific individual education requirements, arising from their disability, within quality differentiated teaching practice and/or monitoring the student or providing a 'supplementary' or higher level of adjustment or support. We use Personalised Learning Plans (PLP's) to set achievable goals, assess progress and report back to all stakeholders. Formal meetings between school and home are scheduled each term to review the learning plans and to set new goals.

At St Simon the Apostle, we:

- ensure that students with disability are able to access and participate in education on the same basis as students without disability
- make or provide 'reasonable adjustments' for students where necessary to enable their access and participation
- provide reasonable adjustments in consultation with the student and/or their associates; for most students, this means their parents, guardians or carers

The Principal verifies and confirms NCCD data for each student. Data is submitted after a rigorous moderation has been undertaken to ensure consistency of decision making and all stakeholders have been notified.

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

NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. In May of each year, our Year Three and Year Five students participate in online NAPLAN testing. We ensure that the protocols and guidelines developed by ACARA are followed in order to facilitate a smooth rollout of the tests as well as to protect the integrity of the data collected.

As a school we communicate to respective families to ensure that they are aware of the basic facts that they need to know about NAPLAN, including dates of NAPLAN tests.

A comprehensive report is sent home to each parent in August, which provides families with further information about how their students are progressing compared with students across the nation. As a staff we engage in a school wide interpretation of the NAPLAN data in order to support and evaluate our teaching and learning.