



Rationale

Assessment and reporting are vital elements of the Teaching and Learning program at St Therese's School. Both are important for accountability, monitoring student progress and offering ongoing information about each individual student's learning and personal development.

Assessment is an essential part of the curriculum cycle as it:

- Provides accurate information regarding the students' progress
- Allows the students an opportunity to reflect on their own learning
- Informs future learning and teaching directions
- Provides evidence to support reporting and program evaluation

Reporting is an essential part of the curriculum cycle as it:

- Informs different audiences of both student progress in accordance with the Victorian Curriculum
- Communicates accurate information to a specific audience about the level of student attainment.

Aims

Assessment and Reporting will be:

- Directly related to program goals, learning intentions and student outcomes
- Ongoing
- Informative
- Accurate
- Purposeful
- Communicated to the relevant bodies using the most appropriate methods
- Based on common understandings of standards and expectations within and across levels
- Collected and communicated using a variety of methods
- Designed to match the purpose and the audience
- Used to drive teaching and learning.

Assessment

Formative and summative assessment is used across the school. Assessment information is used to determine future direction for teaching programs for individuals and the whole class.

The assessment tasks are related to the outcomes nominated in the Term Overviews and are outlined in work programs and planning sheets. Assessment activities vary according to the purpose and the audience and occur at various times throughout a unit or topic.

An assessment schedule of formal testing outlines assessment tools to be used across the school and when they are to be administered. The analysis of this data provides information regarding school performance and is used for:

- accountability purposes
 - monitoring learning growth of all students (including students at risk)
 - determining intervention focus
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- goal setting by both students and teachers
 - designing improvement strategies
 - setting targets

Teachers work in levels, with the support of appropriate Co-ordinators, to analyse data. This analysis then informs planning, allowing teachers to set goals and targets for individuals or groups and to design strategies for improvement for all students.

Testing includes NAPLAN, PAT M, PAT R, Mathematics Assessment Interviews (MAI), Place Value Assessment Tasks, PROBE, Words Their Way Spelling Testing, The Observation Survey, unit based pre and post testing and teacher designed testing. This is reviewed regularly and changes are made according to the usefulness of the information. Continuity and determining trends over time are also considered.

Reporting

The purpose of reporting is to communicate information to relevant bodies regarding student attainment and program development and success.

This occurs both formally and informally throughout the year. Informal reports are given on a needs basis and vary in format. These interviews may involve staff/parents/student and may include principal or representative and outside bodies.

Formal reports are sent home twice a year. Semester One and Semester Two reports are changed according to current programs. Background interviews are conducted at the commencement of each year and formal mid-year interviews are held after the parents have received the Semester One written report. The reports give information about the students' performance in relation to Victorian Curriculum with comments pertaining to their achievements and a student self assessment that reflects upon their learning goals. They are an accurate and objective assessment of a student's progress and achievement. Student achievement is reported using a five point scale. They are easy to understand and an information sheet is sent home to families prior to the reports via the newsletter to explain each of the sections of the report.

Each semester report includes a tally of absences and late arrivals. The school complies with government mandates regarding reporting. Information is included regarding the skills taught by specialist teachers and a more detailed personal profile begins each report.

Student Files

Samples of students' work will be kept by each teacher in a manner that best suits his/her style and purpose. An individual progressive file will be commenced in Prep and will be handed up to the relevant teachers as the student progresses through the school. These will contain samples of the students' work in both Literacy and Numeracy.

An example of the student's writing, number work and the most recent running record or reading test such as PROBE should be handed up to the next teacher at the end of each year. This is culled to the samples collected for the two years prior to the current year.

Official reports such as Speech Therapist reports should be kept in the Office files.

Evaluation

This Policy will be reviewed on a cyclical basis as part of the School Improvement Plan (SIP) and outlined in the Annual Action Plan (AAP)

Document Control

Version	Author	Purpose/Change	Date
0.1	Various STS L'ship Members	Initial policy drafting	Pre 2018
0.2	D. Parry	Various updates throughout policy	Mid 2018
1.0	L&T Team	Various updates throughout policy	Mid 2019