



Assessment and Reporting

Policy Code: Curr-A&RP
To be Reviewed: 2018
Ratified: 2015

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs

Assessment - We believe that assessment is:

- A diagnostic approach using data to help us to clearly define the learning strengths and weakness of each student.
- A continuous method of teacher/ student/ parent reflection and evaluation of academic, social, attitudinal and physical performance.
- An ongoing process of assessing what each child can do across all key learning areas, which enable the teacher to effectively plan and monitor activities that will assist in the development of the whole child.
- A written record of the child's progress (student files and reporting).
- A means by which units of study, across all curriculum areas, can be evaluated for strengths and weaknesses so that the teaching and learning of the school always strives for best practice.
- A means of supporting and maintaining teacher accountability, through the documentation of data.

Reporting - We believe that reporting is:

- A means of fostering relationships between home and school.
- A means of maintaining and developing the partnership in education through effective communication and reporting to parents and students in clear language.
- A commitment by teachers to accurately convey a child's progress in any given year, addressing all areas of development (academic, spiritual, physical and social).
- An opportunity for teachers to reflect on student performance and evaluate progress.
- A two-way communication between home and school that increases student learning outcomes through a shared process of responsibility for nurturing development.

Assessment

- Written Reports - (twice yearly)



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- Parent/ teacher interviews and follow up meetings where necessary
- Student work folders; samples of work
- e folios - see -saw - F-6
- Testing – using internal and external tools
- NAPLAN / Progressive Achievement Tests in Mathematics (PAT Maths)
- Progressive Achievement Tests in Reading (PAT Reading)
- Probe.
- Fountas and Pinnell
- Australian Standard Spelling Test
- MAI testing for F-6
- Anecdotal records / Checklists
- Observation
- High frequency words
- Running records
- Analysis of student's written work
- Maintain testing results and work samples in student files – to be passed along as the student progresses through the primary school.
- Evaluate own assessment techniques, programs and procedures as part of unit preparation/evaluation.
- PLC's
- Sharing of assessment knowledge and techniques with colleagues at staff meetings.

Agreed Major Teaching & Learning Strategies

- Journals to be compiled during the year - digitally
- Evaluation of units to be included in all planning.
- A variety of assessment tools to be employed.
- Teacher reflection to be included as part of Professional Development portfolios.
- Time given at staff meeting (as planned) to review/ trial new assessment/ evaluation techniques.

Organisation

- Teachers work in unit teams/ Professional Learning Communities to share best practise and analyse assessment data in order to determine how to best address the needs of the students
- Student journals to be compiled throughout the year.
- Yearly assessment schedule reviewed every two years

Journals/ See-saw are to include:

- **Writing:** One piece to be included. The piece of writing included in all children's journals will be commented on using the proforma trialed and agreed to by staff. This will be numbered on the children's photocopied work, so that parents can see evidence of the comments
- **Reading:** One piece to show comprehension of reading. This will be commented on in the proforma trialed and agreed to by staff (refer to appendix 2).
- **Maths:** one piece of work showing numeracy, process development, problem solving and attitude.
- **Specialist Subjects:** Science, Humanities, Religion, Technology, Art and P.E and Health are to be decided upon and designed by teaching areas. They will be required to context the piece of work for the parents; state the objective purpose of the task; the actual task and a statement explaining what was achieved.
- **RE:** A piece per term to showcase what we have been learning about.

Support Planning

- External Testing- George Booker Maths
- Australian Standardised spelling test

Resources - Core (Curriculum) Planning Resources

- Victorian Curriculum
- Western Australian First Steps
- Oxford Mathematics
- Bluearth



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- Kath Murdoch Inquiry Approach to Planning/ MAPPEN
- Helen Timperley - Inquiry Mindset

Budgeting

- At the beginning of each school year; based on the prioritised needs of the school in any given year.

Assessment / Evaluation

- Assessment and evaluation – includes: completion and evaluation of given tasks, participation in the Inquiry Process, observations of children's behaviours and attitudes and assessment rubrics developed for specific Inquiry outcomes linked to Victorian Curriculum
- Record is kept of the completion of tasks required.
- Reports are undertaken twice per year, at the conclusion of each semester.
- Rubrics to critique the children's own learning
- Reflection journals

Monitoring Implementation Program & Policy Development

- This policy will be reviewed yearly to ensure all staff has a complete working knowledge of the document and to ensure that it is current in its approach.

Principal Signature: _____

School Board Chair Signature: _____