



Our Lady of the Southern Cross 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).

Methods used to assess student learning progress and achievement

1.1. Formative assessment

- 1.1.1. Oral Reading Records
- 1.1.2. Record of Oral Language
- 1.1.3. Essential Assessment
- 1.1.4. Pat R & Pat M
- 1.1.5. Seapart
- 1.1.6. Maths Assessment Interview
- 1.1.7. Progression Points
- 1.1.8. NAPLAN

1.2. Summative assessment

- 1.2.1. Essential Assessment
- 1.2.2. SWIS
- 1.2.3. Teacher observation
- 1.2.4. Student conversations
- 1.2.5. Peer assessment
- 1.2.6. Self assessment
- 1.2.7. Checklists
- 1.2.8. Post assessments
- 1.2.9. Work samples
- 1.2.10. Rubrics

1.3. Students with additional learning needs

- 1.3.1. As above
- 1.3.2. Sutherland Phonological Awareness Test - Revised
- 1.3.3. CELF 4 Screener
- 1.3.4. ABLES
- 1.3.5. WARL
- 1.3.6. WARP
- 1.3.7. Anecdotal notes recorded on PLP's fortnightly

2. Process for developing assessment tasks

- 2.1.1. Follow the assessment schedule developed at the commencement of the academic year to show when, what, how and why assessment will be implemented
- 2.1.2. Term Overview including all curriculum areas for the term
- 2.1.3. Rubrics developed & given to students at the beginning of a unit
- 2.1.4. Tasks assigned to each student based on learning needs

Cycle of review of assessment practices and processes

2.2. Student data

- 2.2.1. Collected as per the yearly assessment schedule to show when, what, how and why assessment will be implemented
- 2.2.2. Live data about each student's learning is collected weekly
- 2.2.3. Students provided with regular feedback about their learning and individual goals for future learning are set

2.2.4. Students given the opportunity to self-evaluate and give assessment feedback to peers

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

- 2.3.1. Formal assessment data is collated, stored and analysed using our Whole School Data spreadsheet.
- 2.3.2. Live data is collated, stored and analysed in each teacher's assessment folder, within the learning centre shared drive folder. These notes must be digital and all in one file. This data is directly linked to the learning intentions and success criteria and informs the learning and teaching.
- 2.3.3. Reading focus group notes recorded once per week per student
- 2.3.4. Spelling scores recorded weekly with repeated errors noted
- 2.3.5. Writing notes recorded once per week per student
- 2.3.6. Maths notes recorded once per week per student
- 2.3.7. Religion notes once per fortnight per student
- 2.3.8. Inquiry notes once per fortnight per student
- 2.3.9. Wellbeing notes once per fortnight per student
- 2.3.10. Data needs to be up to date and will be checked by learning centre leaders, curriculum leaders or the learning and teaching leader

2.4. Analysis, Interpretation and Use of data

- 2.4.1. Analyse data collected to plan for student's further learning
- 2.4.2. Students needing intervention identified
- 2.4.3. Adjustments planned for based on analysis
- 2.4.4. Use the data collected to make consistent judgments, to report on student achievements in relation to the Victorian Curriculum (VC)
- 2.4.5. Analysis of NAPLAN data is facilitated by the Curriculum Leaders & involves whole staff, takes place in October or when received
- 2.4.6. Leadership Team regularly analyses and interprets whole school data to obtain a P-6 perspective
- 2.4.7. PBL team regularly analyses and interprets whole school behaviour data using SWIS

3. Reporting practices

- 3.1.1. Formative and summative data is analysed and informs written report
- 3.1.2. Provide a written student report at least twice a year: June and December
- 3.1.3. Report annually on Religious Education, English, Mathematics and Science
- 3.1.4. Report biennially on all other curriculum areas
- 3.1.5. Record judgements for every student, including students for whom modified reporting may be appropriate
- 3.1.6. Display achievement using a five-point age-level-expected scale indicating if a child is well above, above, at, below or well below the standard expected at the time of reporting
- 3.1.7. Give realistic feedback in a climate of encouragement
- 3.1.8. Parents receive a copy of the report generated as a result of participation in NAPLAN

3.2. Written reports

- 3.2.1. Generated using ICON
- 3.2.2. Clear and direct positive language and concise sentences
- 3.2.3. Accurately reflect what a student can do, say, make or write Independently
- 3.2.4. Dojo as students' digital portfolio to support written reports
- 3.2.5. Accessed by parents through school's ICON Parent Portal

3.3. Student/teacher/parent conferences

- 3.3.1. Parent Teacher chats are held at the beginning of each school year. This provides an opportunity for the parents to discuss information related to their child which may impact on their child's learning
- 3.3.2. Student led learning conversations held in Term 2 or 3 & Term 4 if requested, each year to celebrate learning & set future learning goals
- 3.3.3. Regular informal dialogue with parents in the form of phone calls, emails, Dojo messages and after school discussions
- 3.3.4. Every effort will be made to ensure an interpreter is present at Learning Conversations when necessary

4. Students with additional learning needs

4.1. Personalised Learning Plans

- 4.1.1. At Our Lady of the Southern Cross Primary School a PLP is created and implemented where a student has been identified as at risk by Learning Group teacher, through school referral process, Learning Diversity Leader, or Allied Health professionals either from MACS or external professionals.
- 4.1.2. A PLP is to be created and implemented, where one of the following conditions occur:
- Where a student is identified as having a disability and is on the NCCD list
 - Significant academic or social issues identified through data and assessment
- 4.1.3. The Personalised Learning Plan:
- Establishes the student's entry skills using evidence-based data
 - Identifies challenges
 - Set Semester goals using the entry skills and challenges
 - Set Short Term Goals
 - Implement the PLP
 - Monitor Progress
 - Set and establish future short term goals
- 4.1.4. PLPs are created using the Our Lady of the Southern Cross Primary School Template (found on the Team Drive under Personalised Learning Plans/Templates), which identifies progress to date, long and short term priority SMART (specific, measurable, attainable, realistic and time bound) goals, the strategies to be used and adjustments to be made.
- 4.1.5. Student needs will be monitored and tracked through assessments and anecdotal records. Teachers are to link the PLP to their work programs. They are also to record live data against each goal with a date at least every 2 weeks. Evidence of student progress will be kept by teachers.
- 4.1.6. Regular meetings will be held with parents to discuss the PLP, in particular the adjustments being made to support the students needs and the progress the student has made in achieving the goals identified in the PLP.
- 4.1.7. Each Student will have a folder created on the Team Drive/Personalised Learning Plans/NCCD Students. In this folder there will be folders that include Minutes/Reports/NCCD Evidence/PLPs/ABLES/Behaviour. Each Year parents will be asked to sign a form that they understand the collection and storage of information
- 4.1.8. PLP's are saved on the Team Drive/Personalised Learning Plans/NCCD Students/ Student's Name/PLP folder
- 4.1.9. PLP is to be clearly named and dated

4.2. NCCD data

- 4.2.1. The NCCD captures the work of the school in the provision of personalised learning and support for students with disability.
- 4.2.2. Evidence that a student is being provided with: an educational adjustment to meet ongoing, long-term specific needs associated with disability over a minimum period of 10 weeks of school education is documented on a fortnightly basis on PLP
- 4.2.3. Adjustments made are recorded in work programs weekly
- 4.2.4. Student Summary form completed by Learning Group teacher yearly to assist in moderation

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

- 4.3.1. In May each year the school participates in NAPLAN online