St Anne's 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 Anne's 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

    Learning intentions are established and deconstructed for every lesson and success criteria are co-constructed with students. Descriptive feedback is provided to students in relation to the Learning Intention and success criteria. Peer feedback, student self assessment and student goal setting are integral to formative assessment practices at St Anne's.

    These practices are used to support teachers in making daily decisions about learner achievement and the design of instruction. Teachers ensure that students have multiple opportunities to demonstrate their understanding.

    1.2. Summative assessment

    The Assessment Schedule / Data Plan indicates the timing and nature of summative assessments e.g. PATR, PATM, Mathematics Online Interview, Literacy Assessments. Large scale assessments such as NAPLAN are conducted annually and provide a broader context for leaders and teachers to analyse what they know about learners at St Anne's.

    1.3. Students with additional learning needs

    Each students progress is recorded in their Personalised Learning Plan

2. Process for developing assessment tasks

    Rich assessment tasks that meet the different learning needs of students are developed by teaching teams. These assessment tasks are designed to be accessible to all students and open to multiple approaches and representations by students.

3. Cycle of review of assessment practices and processes

    3.1. Student data

    Student assessment data is uploaded to SPA Platform.

    Copies of student assessments from Assessment Periods One and Two are stored in the students individual file for a period of two years.

    3.2. Identification of data

The SPA Tracker component of the SPA platform allows for the identification of a student's data.

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

The Assessment Schedule (Data Plan) is reviewed annually.

Assessment data is uploaded to the SPA Platform, which is used for the storage and retrieval of student data over time. Reports are archived each semester in Nforma.

3.4. Analysis of data

The school has developed a Data Reflection Tool which is utilised during Terms 1 and 3. It is used to analyse SPA data for trends in student achievement and growth. It is also used to identify students of wonder for the purposes of Case Management. Moderation processes engage teachers in the process of sharing, working through and agreeing their understandings of expected curriculum levels of student achievement and progress. Formative assessment tasks e.g. running records, numeracy assessments and writing samples are analysed by classroom teachers and, where relevant, discussed with domain leaders.

3.5. Interpretation of data

Leaders review data with a view to determining overall trends in student achievement and growth. Teachers use SPA Platform as a digital data wall and discussions are scheduled during Professional Learning Meetings for rich dialogue about student progress.

3.6. Use of data to inform teaching and assessment practices

Assessment data is essential for informing how teachers plan lessons, identify concepts for reteaching, and differentiate instruction. Effective analysis of student data assists teachers to identify areas where student academic and social and emotional learning needs require additional attention.

4. Reporting practices

4.1. Formative assessment

Teachers use formative assessment information to provide clear and specific feedback to each student to assist them to understand what they need to do to move their learning forward. Parents and teachers discuss the outcomes of student formative assessments as the need arises.

4.2. Summative assessment

The purpose of twice yearly reporting is to provide parents/caregivers and students with a summary overview of achievement and progress for the current reporting period. This report summarises evidence of student learning, provides feedback about the quality of this achievement and provides direction about the student's future learning goals.

Parents/carers of students who have participated in NAPLAN (Years 3 and 5) will receive a written report which is distributed by St Anne's.

4.3. Written reports

Written reports are developed and made available to parents twice yearly.

Academic results will relate to achievement levels as set out in the Victorian Curriculum.

The reports will also include attitudinal information such as work habits. In addition, the reports will contain a student comment in which students will reflect on their learning progress and establish new learning goals.

4.4. Student/teacher/parent conferences

Parent Teacher Interviews are held twice each year. They have a structure that ensures a consistent approach is adopted by all teachers where feedback on student learning outcomes is the priority along with future learning goals.

4.5. Students with additional learning needs

Parents of students who participate in intervention programs such as Reading Recovery are invited to a meeting to discuss the outcome of initial assessments and to set goals for future learning. They receive updates throughout the course of the intervention program. At the conclusion of the program, a meeting is held during which results are reviewed, new learning goals are established and plans for ongoing monitoring of the student are set.

4.6. Students with additional needs

Program Support Group meetings are held each term to provide feedback to parents in relation to the goals outlined in their child's Learning Plan, and new goals are discussed and set.

5. Personalised Learning Plans

5.1. NCCD data

The school will assess the achievements of students with disabilities in the context of the student's personal goals, teaching and learning strategies and the Victorian Curriculum. Student reports will be issued twice per year.

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

Students are supported to participate in NAPLAN. Application for permission for scribes is made where appropriate and a support person is appointed for each student. Additional time is given in accordance with NAPLAN guideline documents.