St Martin of Tours Rosanna Assessment and Reporting Policy

St Martin of Tours Rosanna 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).

Principles Underpinning St Martin of Tours Rosanna Assessment and Reporting

Horizons of Hope identifies the following principles for assessment for MACS schools:

Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student progresses in response to evidence uncovered and timely feedback.

Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's assessment.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

Definitions

Alternative framework is any accredited curriculum framework as outlined in Appendix 2 of the Catholic Education Commission of Victoria Ltd (CECV) *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools* where approval has been granted by the governing authority (MACS) and authorisation gained by the relevant authority for delivery in MACS schools, such as International Baccalaureate programs.

Assessment is the ongoing process of gathering, analysing and interpreting data about learners' progress and achievement to improve learning and teaching.

Curriculum area refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum F–10, these are known as Learning Areas and Capabilities.

Growth focuses on the full flourishing of the human person across multi-dimensional domains to achieve deep learning.

Progress is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning, and supports learners to see themselves as successful.

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

Standards describe the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or VCE/VCE Vocational Major (VM) study designs, Victorian Pathways Certificate (VPC) curriculum designs, VCAL curriculum documents (for Teach-Out arrangements in 2023) and/or units of competency within a Vocational Education and Training (VET) program.

Victorian Curriculum and Assessment Authority (VCAA) is the statutory authority primarily accountable to the Minister of Education, for the provision of curricula and assessment and reporting in Victorian schools.

Assessment

At St Martin of Tours Rosanna, teachers assess and monitor student growth, learning progress and achievement against the achievement standards within the curriculum framework and within the learning and teaching program at St Martin of Tours Rosanna.

Reporting

At St Martin of Tours Rosanna, the nature and frequency of feedback given to students and parents about individual assessment tasks is determined by teachers and leaders.

St Martin of Tours Rosanna complies with the Australian Government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools*.

Review of assessment and reporting practices – use of student learning data

Teachers at St Martin of Tours Rosanna document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

Related Policies and Documents

Learning and Teaching Policy

Victorian Curriculum Policy

Four Capabilities Policy

Individual Difference

Curriculum Plan

Professional Development Policy

Staff Handbook

Yearly Overviews

2024 Data Plan -St Martin of Tours (Appendix 1)

References

Catholic Education Commission of Victoria – *Reporting Student Progress and Achievement: 2022 Revised Guidelines for Victorian Catholic Schools*.

- Victorian Curriculum and Assessment Authority webpages: –Victorian F–10 Curriculum: www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx

- VCAA Administrative Handbooks: www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx

- Senior Secondary Certificate Reform: https://www.vcaa.vic.edu.au/victorianseniorsecondarycertificatereform/Pages/Index.aspx

- VCE: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

- VCE VM: www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx

- VPC: http://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx

- VCAL: https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx

- VET, including VCE VET: http://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Improved Learning Outcomes
Approving authority	Executive Director
Assigned board committee	Education Strategy and Policy
Approval date	9 November 2022
Risk Rating	High
Date of next review	April 2023

POLICY DATABASE INFORMATION	
Assigned Framework	Curriculum
Related documents	Assessment and Reporting Procedures
Superseded documents	Assessment and Reporting Policy – v1.0 – 2021
New policy	

St. Martin of Tours Data Plan

Student Mapping Tool

Data Set	Who	Timing/Frequency When is it collected	Support benchmarks	Purpose	Analysis	Location Stored
Functional Needs Assessment Profile	P - 6	On a needs basis and required prior to a Student Learning Team (SLT) meeting	Mild Impact Moderate Impact Significant Impact	To assist educators in building an overall picture of a students functional needs	Data serves as a quick reference of functional needs	Functional Needs Poster.pdf

Literacy Data

Data Set	Who	Timing/Frequency When is it collected		Purpose	Analysis	Location Stored
Fountas & Pinnell Benchmark Assessment System	F- 6	Collected at the end of the year to inform teaching at the beginning of the next school year.	F not on text - D Yr 1 D - J Yr 2 J - M Yr 3 M - P Yr 4 P - T Yr 5 S - W Yr 6 V - Z+	To monitor students' achievement and progression in reading comprehension. To identify growth in reading. To determine instructional reading levels.	Classroom Teacher to administer and analyse Literacy Leaders and Learning and Teaching Leader to monitor progression of reading for all students.	*Results to be entered directly into Analytics in COMPASS* *Uploaded to SPA by Literacy Leaders* *Hard copy of running record to be placed in the child's file*
		November- December	At standard expectation for end of the year F- D + Yr 1- J+ Yr 2 - M+ Yr 3 - P+ Yr 4 - T+ Yr 5- V Yr 6- Z	To support report writing of reading comprehension and decoding. Students who are not at the standard need to be marked below for their progression report.		
Ongoing F & P Running Records	F- 6	F to 2: Once a term Years 3-6 Once a semester (at risk students once a term)	See above	To monitor and track progress in reading. To use this data to drive foci for focused literacy instruction.	Classroom Teacher to analyse and use data to drive instruction. Literacy Leaders to monitor growth of students over the term by monitoring text levels.	*Results to be entered directly into Analytics in COMPASS at the end of week 10 of Term 2 and Term 4*

English Online Interview EOI	F Yr1	February (Wks 1-5) February-March (Wks 3 to 7)		To assess the Literacy skills of students from F- 2 across the three modes of English- Listening and Speaking, Reading and Writing	Literacy leader to support teachers with resource kits and training Literacy leader and curriculum leader to monitor students' progress and identify those at risk Classroom teachers to administer and track progress of students	*Insight Assessment Platform*
Record of Oral Language (CEM requirements)	F	February November	Lower than 15 analysis of ROL and ongoing monitoring (word, structure, working memory) (February) Lower than 30 analysis of ROL and ongoing monitoring (word, structure, working memory) (November)	To observe aspects of a student's control over oral language. To assess a student's level of understanding of increasingly complex grammatical structures. To gauge the level of a student's auditory processing. To note the student's phrasing and fluency. To provide data to Catholic Education Melbourne.	Classroom Teacher- identify 'at risk' students Learning Support Officers to assist with administering test Literacy Leader and T & L leader - analyses growth and areas of improvement or growth for the school MACS	*Literacy leader to provide Google Sheet to fill in results.* *P-2 Literacy Leader to enter data to CEM* *Hard copy to be placed in the child's file* *SPA platform*
Letter ID	F Y1 (at risk)	February	Acceptable: stanine 4 (Raw score 28-42) Lower than: stanine 4 (Less than 27) (Trigger fortnightly Letter ID checks)	To monitor students' achievement and progression when identifying letters and understanding the corresponding sound to the letter.	Classroom Teacher to administer and track Literacy Leader to monitor junior school progression and students who have not reached maximum by the end of Foundation/Yr 1.	*Literacy leader to provide Google Sheet to fill in results.* *Hard copy to be placed in the child's file*
Concepts About Print	F	February		To evaluate the students level of understanding of print and its concepts.(directionality,book concepts, punctuation, letter and word)	Classroom Teacher and Literacy Leader to review results and identify any students at risk	*Literacy leader to provide Google Sheet to fill in results.*
Phonics Screening	Yr 1 Yr 2 (at risk)	February	Red- 31 or below (At risk) Yellow 32 (Standard) Green 33 or more (Above)	To grasp student understanding of phonics	Classroom teacher/ LSO/Literacy Leader use matrix to identify students at risk	*Use templates in the intervention and Assessment Drive- Phonics Screening Folder*
Phonological/ Phonemic awareness/ Orthographic Knowledge (F&P Optional Literacy Assessment)	F- 6	Ongoing/ at- Risk	Onset and Rime Burt Orthographic Test Assessment Teresa Book Fountas and Pinnell Word Test	To Identify gaps in student learning. To support teachers in assisting students in their next step of learning.	Classroom teachers approach the Literacy leader to voice concern if they believe further testing is needed. Literacy leader and classroom teacher to discuss results of further	*Copy to be put in the student file.*

					testing completed to determine next steps.	
Writing Analysis	F- 3	**Term 1** Recount/Retell Completed in Week 2 **Term 2** Narrative Completed Week 4 for Analysis in Week 5 **Term 3** Persuasive Completed Week 4 for Analysis in Week 5 **Term 4** Narrative Completed in Week 4 for Analysis in Week 5	**Timed writing** Planning: Allow 5 minutes Writing: Allow 30 minutes Revising: Allow 10 minutes	To monitor and evaluate student progress using the writing process. To monitor progress in writing for different genres. To identify foci for focused teaching of writing.	Classroom teacher to use the Writing analysis proforma to evaluate progress Moderation in Week 7 (PLM) Literacy leaders and L& T leaders to monitor students at risk.	*Term 4 Writing sample and analysis to go in student files*
Writing Analysis **EWrite**	Yr 4-6	**Term 1** Recount/Retell (Creative response) **Term 2** Narrative **Term 3** EWrite- choose a stimulus and as a level administer **Term 4** Narrative Usually completed in Week 4 for Analysis in Week 5	**Times Writing** Planning: Allow 10 minutes Writing: Allow 40 minutes Revising: Allow 10 minutes	To monitor and evaluate student progress using the writing process. To monitor progress in writing for different genres. To identify foci for focused teaching of writing.	Classroom teacher to use the Writing analysis proforma to evaluate progress Moderation in Week 7 (PLM) Literacy leaders and L& T leaders to monitor students at risk.	*Term 4 Writing sample and analysis to go in student files*
Words Their Way Spelling Inventory	Y 1- 6	February November	Primary Inventory (F- 2) Elementary Inventory (3 & 4) Upper Elementary (5& 6)	To assess a student's ability to write letters to represent the sounds they hear. To identify the students' spelling stage and group them for focused instruction.	Classroom teacher to analyse using the Feature guide for the particular spelling stage. Literacy leader to support with analysis	*Hard copy of spelling analysis and spelling stage in child's file at the end of the year.*
PAT-R	Y 1- 6	November Term 4 Week 4	Teachers to administer the standard test for each level	To monitor changes in achievement over time. To provide information about the level of achievement attained by students in the skills and understandings of mathematics. To inform the focus of Professional Learning .	Classroom teacher to administer. Literacy and teaching and learning leaders to analyse growth and areas of improvement or growth for the school. Testing protocol presented to staff during PLM Term 4. Literacy leaders and teaching and learning leaders to create data tableaus from the data identifying students who have made growth or are at risk.	*ACER website Student Performance Analyser (SPA) (Leadership to upload)*

					Staff PLM for growth analysis of data with the data tableaus.	
PAT R Adaptive	Yr 2 - 6	Term 2 Week 5-6	Teachers to revisit the testing protocols the week before tests are administered	To assess a range of text types and skill areas to ensure that the breadth of students' reading comprehension abilities are being captured. To track the progress of students in reading in order to to drive the their next stage of learning To support the tracking of data of individual students and their growth across the school. To uncover individual needs to support effective planning and set goals for Semester 2 learning.	Classroom teachers to administer the assessment Analysis of data to occur at PLM with staff- Curriculum leader and Learning and teaching team to support Teaching and learning team to analyse results and identify students at risk.	*ACER website Student Performance Analyser (SPA) (Leadership to upload)*
NAPLAN Online Reading, Writing, Conventions	Year 3 and Year 5	Annually- May	Teachers to revisit the testing protocols the week before tests are administered	To track the progress and growth of students' literacy skills across the school. To analyse student growth and identify students at risk and students	Classroom teachers to administer the assessment Analysis of data to occur at PLM with staff- Curriculum leader and Learning and teaching team to support	*Reports to be uploaded to Learning and Teaching Drive* *Data to be uploaded to SPA*
YARC Early Reading		Needs Basis		-Letter sound knowledge -Early word Recognition -Phonemic awareness (Sound Isolation and Sound Deletion)	Consult LDL Follow guidelines in manual	
YARC Reading and Comprehension	P-6	Needs Basis		-Fluency -Vocab -Comprehension	Consult LDL Follow guidelines in manual	
CELF Language Screener (Clinical Evaluation of Language Fundamentals)	P-6	Needs Basis		Screening tool of Language fundamentals	LDL to submit Follow guidelines in manual	
SPAT-R (Sutherland Phonological Awareness Test- Revised)	P-6	Needs Basis		In depth analysis of phonological awareness	Consult LDL Follow guidelines in manual	
CEM Speech	P-6	Needs Basis		Speech	Consult LDL	

Screeners				Receptive language (understanding spoken language) Expressive language (expressing thoughts verbally) Pragmatics (social language)	Follow guidelines in manual	
MOTIF	P- 4	Needs basis		To use cognitive tests to assess learning in Literacy	Consult LDL and Literacy leader	

Numeracy Data

Data Set	Who	Timing/Frequency When is it collected	Targets	Purpose	Analysis	Location Stored
Maths Assessment Interview/ Maths online interview (MOI)	F Yr 1-6 (At risk)	March	Growth point targets	To provide information about the entry level skills and understandings of students in Mathematics. To use results to monitor and utilise growth points	Classroom teacher to administer with the support of Maths leader and Curriculum Leader Use Data Wall to make comparison of growth-triangulating data	*Insight Assessment Platform*
PAT M	F - 6	Term 4 Week 5 (Nov)	Year level specific	To monitor changes in achievement over time. To provide information about the level of achievement attained by students in the skills and understandings of mathematics. To inform the focus of Professional Learning To gain insight into common misunderstanding across levels.	Maths Leader to inform future school development days and areas of greatest need with different year levels.	*Student Performance Analyser (SPA) (Leadership to upload)* *ACER website*
PAT Maths Adaptive	Yr 1 - 6	Term 2 Week 5-6	Teachers to revisit the testing protocols the week before tests are administered	To address the mathematical proficiencies of understanding, fluency, Problem solving and reasoning. To track the progress of students inMathematics in order to to drive the their next stage of learning To support the tracking of data of individual students and their	Classroom teachers to administer the assessment Analysis of data to occur at PLM with staff-Curriculum leader and Learning and teaching team to support Teaching and learning team to analyse results and identify students at risk.	*ACER website Student Performance Analyser (SPA) (Leadership to upload)*

Data Set		Timing/Frequency		Purpose	Analysis	
		growth across the school. To uncover individual needs to support effective planning and set goals for Semester 2 learning.				
Essential Assessment	Yr 3 - 6	Number and Algebra (General all) Year 5 & 6 Testing Day Year 3 & 4 Week 2-3 Term 4 Week 7 Unit Focus-Pre Assessment for different units	Year level specific	To provide information about the level of achievement attained by students in the skills and understandings of mathematics. To inform teaching To gain insight into common misunderstanding across levels.	General all Classroom Teacher - to inform teaching and Maths leaders to show growth over a period of time. Unit Focus Classroom Teacher - to inform teaching	*Essential assessment Online and teacher anecdotal notes*
Westwood Tests	Yr 1 - 6	Term 1 Week 3 Term 4 Week 7	Year level specific Formula on results sheets	To monitor growth in mental computation. To gain insight into common misunderstanding across levels.	Classroom Teacher and Maths leaders - identify 'at risk' students	*Analytics Compass Westwood Results*
NAPLAN Online	Year 3 and Year 5	Annually- March	Teachers revisit the testing protocols the week before tests are administered.	To track the progress and growth of students' numeracy skills across the school. To analyse student growth and identify students at risk and students that require challenge.	Classroom teachers to administer the assessment Analysis of data to occur at PLM with staff- Curriculum leader and Learning and teaching team to support	*Reports to be downloaded to Learning and Teaching Drive Data to be uploaded to SPA*

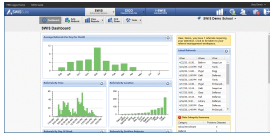## Behaviour Data / Health & Wellbeing Data

Behaviour Data

Data Set	Who	Timing/Frequency When is it collected	Support benchmarks	Purpose	Analysis	Location Stored
ABC Data Collection	P - 6	Ongoing	NA	To assist educators in identifying a student's patterns of behaviour	Data serves as a quick indication of the frequency of observations made of behaviours of concern	*ABC-Behaviour-Record-handwritten.pdf* *ABC-Behaviour-Record-online.docx*
Chronicle Summary (COMPASS)	P - 6	Ongoing	NA	To assist educators in identifying a student's patterns of behaviour or wellbeing needs as well as attendance records & medical conditions.	Data serves as a quick indication of the frequency of observations made of behaviours of concern, incidents or wellbeing concerns.	*COMPASS*

Health & Wellbeing Data

Data Set	Who	Timing/Frequency When is it collected	Support benchmarks	Purpose	Analysis	Location Stored
Mental Health Continuum **BETLS Tool (Behaviour, Emotion, Thoughts, Learning & Social relationships**	P - 6	Needs Basis	Tier 1	To assist educators in knowing when to seek support for a child who you think may be experiencing mental health issues or is in need of extra support.	Classroom teacher makes student observations and then within an appropriate timeframe plots the students behaviours against the Mental Health Continuum Rubric. This may be supported by the BETLS Tool	*Mental Health Continuum.pdf* *Be You BETLS Observation Tool.pdf* *BeYou BETLS Poster.pdf*

Big Picture Data

Data Set	Who	Timing/Frequency When is it collected	Support benchmarks	Purpose	Analysis	Location Stored
MACSSIS	Staff, students and parent community	Term 3		To track school improvement across the school in the 5 spheres	Leadership team to lead analysis with staff	
ECSI	Staff					
RE Pedagogy Tool	Staff					

PBL **School Wide** **Information** **System (SWIS)**					
Inquiry Based **Learning Tool**					
Pedagogy **Reflection Tool**					