



St Paul Apostle South Primary School 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 Paul Apostle South Primary School to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement are -
 - 1.1. Formative assessment
 - 1.2. Summative assessment
 - 1.3. Students with additional learning needs

We use a variety of assessments on a regular basis to monitor the learning and growth of our students. Summative assessment is per term according to the Literacy and Numeracy Assessment Schedule. Results are recorded and analysed as that information is used for planning effective and engaging lessons. Formative and summative assessments are aligned to the Victorian curriculum. Students are also supported to achieve outcomes through following explicit Success Criteria. Target skills have also been devised for reporting and collecting evidence.

2. Process for developing assessment tasks

Assessment tasks are targeted at the level the students are working at. The purpose of the assessment is to find the zone of proximal development for each student so that the teaching can be targeted at that level.

3. Cycle of review of assessment practices and processes
 - 3.1. Student data
 - 3.2. Identification of data
 - 3.3. Collection of data – cycle, methods, storage, dissemination
 - 3.4. Analysis of data
 - 3.5. Interpretation of data
 - 3.6. Use of data to inform teaching and assessment practices
4. Reporting practices
 - 4.1. Formative assessment
 - 4.2. Summative assessment
 - 4.3. Written reports
 - 4.4. Student/teacher/parent conferences
 - 4.5. Students with additional learning needs
 - 4.6. Students with additional needs
5. Personalised Learning Plans
 - 5.1. NCCD data
 - 5.2. Participation in national testing programs such as NAPLAN etc.